

# EDUCATIONAL RESOURCES INFORMATION CENTER

April 1975

Volume 10 Number 4



**resources**

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**in**

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***education***

## RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/National Institute of Education

**Organization of Journal.** **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject  
Author  
Institution

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Cumulative Indexes to **Resources in Education** will be published semiannually. They are not included in the yearly subscription price, but can be ordered by title from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

## **SPECIAL ANNOUNCEMENTS**

### **NAME CHANGE FOR RESEARCH IN EDUCATION**

With the January issue the name of the ERIC abstract journal was changed from **Research in Education** to **Resources in Education** to reflect more accurately the broad scope of the documents the journal announces. The purpose of **RIE** is to make possible the early identification of, and sources for, acquiring a variety of published and unpublished materials of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE**, wishes to indicate a wider inclusiveness by means of the new title.

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#### **Address and Ordering Instructions for the Educational Document Reproduction Service (EDRS)**

Educational Document Reproduction Service  
Box 190  
Arlington, Virginia 22210

Prices for microfiche (MF) and hard (paper) copy (HC) of ERIC documents and complete ERIC microfiche collections are shown on the last page of this issue. (See the Table of Contents for the page number.) A scale for postage charges is included as well. Individual MF and HC prices also appear with the abstracts of the documents in the Resume Section of **RIE**.

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#### **Clearinghouse Change of Name**

The ERIC Clearinghouse on the Disadvantaged has changed its name to the ERIC Clearinghouse on Urban Education. The Clearinghouse will continue to monitor research and practice relating to the education of special populations in urban areas, such as blacks, Puerto Ricans, the poor, and the segregated, as well as collecting information on particular issues of urban education. The Clearinghouse will continue to be identified by the prefix UD.

### **How to Submit Documents to ERIC**

If you have documents or reports which you would like to have considered for announcement in *Resources in Education* (RIE), you should send clear, legible copies (in duplicate, if possible) to the following location:

Educational Resources Information Center (ERIC), National Institute of Education, Washington, D.C. 20208.

Should the documents be copyrighted, it would be helpful if you could include a letter giving ERIC permission to reproduce in Hard Copy or Microfiche, or Microfiche only. If the latter is selected, and there is a source of obtaining the original publication, please provide ordering and price information.

Volume 10 Number 4

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# Resources in Education

ED 098 284-099 460

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# DOCUMENT SECTION

## DOCUMENT SECTION

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

## SAMPLE ENTRY

ED 654 321

56

CE 123 456

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Spons. Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

### \*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education .....	5-30	PS—Early Childhood Education .....	115-123
CG—Counseling and Personnel Services .....	30-36	RC—Rural Education and Small Schools .....	123-125
CS—Reading and Communication Skills .....	36-56	SE—Science, Mathematics, and Environmental Education .....	125-137
EA—Educational Management .....	56-67	SO—Social Studies/Social Science Education .....	137-147
EC—Handicapped and Gifted Children .....	67-74	SP—Teacher Education .....	147-159
FL—Languages and Linguistics .....	74-80	TM—Tests, Measurement, and Evaluation .....	159-164
HE—Higher Education .....	80-90	UD—Urban Education .....	165-169
IR—Information Resources .....	91-102		
JC—Junior Colleges .....	102-115		

## CE

ED 098 284 95 CE 002 223  
Michel, John T.

Tucson Model Cities Exemplary Vocational Education Program. Final Report.

Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.; Tucson Elementary School District I, Ariz.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—361160-FR

Pub Date 30 Jun 74

Grant—OEG-0-71-4168(361)

Note—250p.; Portions of several pages are illegible

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—\*Career Awareness, \*Career Education, Career Planning, \*Educational Programs, Elementary Grades, Junior High School Students, \*Occupational Guidance, \*Program Descriptions, \*Program Evaluation, Records (Forms), Secondary Grades, Vocational Education Identifiers—Arizona

A collection of materials from the Tucson Model Cities Exemplary Vocational Education Program consists of a 43-page summary of the project report and seven appendices on advisory board personnel, elementary forms and materials, junior high materials, high school materials, dissemination/outside activities, evaluation of the Skill Training Extended Day Program, and a lengthy, detailed third party final evaluation. The report concluded that students showed affective and motivational gains at all levels of the project. At the elementary level cognitive gains were demonstrated primarily at the 4-6 grade level; the junior high gains were shown both in the World of Construction and the World of Manufacturing; changes in career goals were observed at the high school level. Included is a five-page bibliography. (BP)

ED 098 285 CE 002 246  
Home Economics in Arizona Schools: Guidelines for Program Development.

Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Pub Date [72]

Note—83p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Administrator Guides, Administrator Responsibility, \*Curriculum Development,

Curriculum Planning, Educational Facilities, Educational Finance, Evaluation Methods, \*Guidelines, Home Economics, \*Home Economics Education, Learning Laboratories Identifiers—Arizona

The guideline for program development for administrators, supervisors, and teachers is to be used in making decisions regarding home economics education programs in Arizona schools. It will also serve as the basis for the initiation of an extensive curriculum development at all levels and give directions as to how programs may be established, continued, and financed. The topics discussed are: home economics education in Arizona schools (with objectives), administrator concerns (for various levels), curriculum in transition (guidelines for development), centers designed for contemporary home economics curriculum (facility requirements), and evaluation procedures (sample evaluation instruments). Appended to each of these topics are supplemental materials in the form of graphs, charts, and evaluation forms. (BP)

ED 098 286 CE 002 286

Tate, Charles E.

CATV: Community Involvement in Education.

Pub Date Apr 74

Note—22p.; Speech presented at the Federal City College Conference on Adult Education (Washington, D. C. April 1974); For related documents see ED 096 391-394

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adult Education, \*Cable Television, \*Community Involvement, \*Community Organizations, Community Programs, \*Educational Development, Educational Needs, \*Educational Quality, Minority Groups, Program Planning

Cable television has tremendous potential for human, social, and community development, but this cannot be achieved without planning, in which the needs of the community must be paramount. Both the politics of education and the quality of the educational process must be considered before suggesting futures for cable technology. A significant impact can be made on the politics of education if cable technology is used creatively and constructively to improve the educational process. Because existing educational institutions have neither credibility nor accountability in many communities, especially among minorities, the establishment of community controlled institutions is essential in planning for the development of a community level cable television educational system. These institutions should

have a research, development, and demonstration function. Though high, the costs involved seem reasonable and justifiable considering the potential of cable technology and the inferior results so far achieved by educational institutions serving minority groups. The depth of the social crisis requires new concepts and new directions for which cable technology provides a unique and historical opportunity. (SA)

ED 098 287 CE 002 330

Dickman, Irving R.

Getting It All Together (GIAT): Teaching Human Relationships and Communication Skills in Nursing Homes.

United Hospital Fund of New York, N.Y.

Pub Date Dec 72

Note—83p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Communication Skills, Educational Objectives, Geriatrics, Human Relations, \*Human Relations Programs, Inservice Education, \*Interpersonal Relationship, \*Nursing, \*Nursing Homes, Sensitivity Training, Skill Development Identifiers—\*Nursing Home Trainer Program

The purpose of this booklet is to offer some guidelines for inservice educators who are interested in teaching human relationships and communication skills in nursing homes. Getting It All Together (GIAT) was developed for people to improve their basic communication skills through a new approach to communication and interpersonal relationships. It consists of a series of inservice discussion sessions which focus on the individual facets of human relationship. These sessions have been divided into six categories: Listen!, See!, Speak!, Touch!, Cherish!, and The Sound of Silence. The sessions are summarized in the final chapter. Each contains general notes for the inservice educator, lesson plans of the overall objectives, teaching methods and feedback/evaluation. Appended to the document are two appendices—a partially-annotated 12-page bibliography, and sample reaction forms. (Author/BP)

ED 098 288 CE 002 333

Miller, Larry E.

Soil Erosion: Advanced Crop and Soil Science. A Course of Study.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 74

## 6 Document Resumes

Note—33p.; For related courses of study, see CE 002 334-337 and CE 003 222; Photographs were deleted because of marginal reproducibility

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Agricultural Education, Agronomy, Behavioral Objectives, Conservation (Environment), \*Conservation Education, Course Content, Course Descriptions, \*Curriculum Guides, Ecological Factors, Environmental Education, Instructional Materials, Lesson Plans, Natural Resources, Post Secondary Education, Secondary Education, \*Soil Conservation, \*Soil Science

**Identifiers**—Virginia

The course of study represents the last of six modules in advanced crop and soil science and introduces the agriculture student to the topic of soil erosion. Upon completion of the two day lesson, the student will be able to: (1) define conservation, (2) understand how erosion takes place, and (3) list ways of controlling wind and water erosion. The course outline suggests teaching procedures, behavioral objectives, teaching aids and references, problems, a summary, and evaluation. A materials source list for the complete soil module is included. (MW)

**ED 098 289 CE 002 334**

Miller, Larry E.

**What Is Soil? Advanced Crop and Soil Science. A Course of Study.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 74

Note—42p.; For related courses of study, see CE 002 333-337 and CE 003 222

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Agricultural Education, \*Agronomy, Behavioral Objectives, Conservation (Environment), Course Content, Course Descriptions, \*Curriculum Guides, Ecological Factors, Environmental Education, \*Instructional Materials, Lesson Plans, Natural Resources, Post Secondary Education, Secondary Education, \*Soil Science

**Identifiers**—Virginia

The course of study represents the first of six modules in advanced crop and soil science and introduces the agriculture student to the topic of soil management. Upon completing the two day lesson, the student will be able to define "soil", list the soil forming agencies, define and use soil terminology, and discuss soil formation and what makes up the soil complex. Information and directions necessary to make soil profiles are included for the instructor's use. The course outline suggests teaching procedures, behavioral objectives, teaching aids and references, problems, a summary, and evaluation. Following the lesson plans, pages are coded for use as handouts and overhead transparencies. A materials source list for the complete soil module is included. (MW)

**ED 098 290 CE 002 335**

Miller, Larry E.

**Chemical Features of Soil: Advanced Crop and Soil Science. A Course of Study.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 74

Note—52p.; For related courses of study, see CE 002 333-337 and CE 003 233

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Agricultural Chemical Occupations, \*Agricultural Education, Agronomy, Behavioral Objectives, Biochemistry, \*Chemical Analysis, Chemistry, Conservation (Environment), Course Content, Course Descriptions, \*Curriculum Guides, Environmental Education, Fertilizers, \*Instructional Materials, Lesson Plans, Natural Resources, Plant Science, Post Secondary Education, Secondary Education, \*Soil Science

**Identifiers**—Virginia

The course of study represents the fifth of six modules in advanced crop and soil science and introduces the agriculture student to chemical features of the soil. Upon completing the four day lesson, the student will be able to: (1) list

macro- and micro-nutrients, (2) define pH and its effect on plants, (3) outline Cation Exchange of the soil, (4) understand fertilizer production, (5) recognize plants exhibiting nutrient deficiencies, (6) interpret information on a fertilizer tag or bag. The course outline suggests teaching procedures, behavioral objectives, teaching aids and references, problems, a summary, and evaluation. Following the lesson plan, pages are coded for use as handouts and overhead transparencies. A materials source list for the complete soil module is included. (MW)

**ED 098 291 CE 002 336**

Miller, Larry E.

**Physical Features of Soil: Advanced Crop and Soil Science. A Course of Study.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 74

Note—47p.; For related courses of study, see CE 002 333-337 and CE 003 222; Photographs were deleted because of marginal reproducibility

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Agricultural Education, \*Agronomy, Behavioral Objectives, Conservation (Environment), Course Content, Course Descriptions, \*Curriculum Guides, Ecology, Environmental Education, \*Instructional Materials, Lesson Plans, Natural Resources, Post Secondary Education, Secondary Education, \*Soil Science

**Identifiers**—Virginia

The course of study represents the second of six modules in advanced crop and soil science and introduces the agriculture student to the subject of physical features of the soil. Upon completing the two day lesson, the student will be able to determine the texture and structural types of soil, list the structural classes of the soil and where they are found in the profile, discuss the influence soil texture and structure have on the physical features of the soil, and calculate bulk and particle density. The course outline suggests teaching procedures, behavioral objectives, teaching aids and references, problems, summary, and evaluation. Following the lesson plans, pages are coded for use as handouts and overhead transparencies. A materials source list for the complete soil module is included. (MW)

**ED 098 292 CE 002 337**

Miller, Larry E.

**Soil Water: Advanced Crop and Soil Science. A Course of Study.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 74

Note—45p.; For related courses of study, see CE 002 333-336 and CE 003 222

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Agricultural Education, Agronomy, Behavioral Objectives, Conservation (Environment), Course Content, Course Descriptions, \*Curriculum Guides, Ecological Factors, Ecology, Environmental Education, \*Instructional Materials, Lesson Plans, Natural Resources, Post Secondary Education, Secondary Education, \*Soil Science, \*Water Resources

**Identifiers**—Virginia

The course of study represents the fourth of six modules in advanced crop and soil science and introduces the agriculture student to the topic of soil water. Upon completing the three day module, the student will be able to classify water as to its presence in the soil, outline the hydrological cycle, list the ways water is lost from the soil, define leaching and its measurement, list means of controlling evaporation, and apply the basic principles concerning soil water to management situations. The course outline suggests teaching procedures, behavioral objectives, teaching aids and references, problems, summary, and evaluation. Following the lesson plans, pages are coded for use as handouts and overhead transparencies. A materials source list for the complete soil module is included. (MW)

**ED 098 293 CE 002 340**

**Career Education: Leadership in Learning.**

Arizona State Dept. of Education, Phoenix.

Pub Date [73]

Note—35p.; The photographs illustrating this document will reproduce poorly

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Board of Education Policy, \*Career Education, Educational Innovation, Educational Objectives, \*Educational Philosophy, Elementary Education, \*Projects, Secondary Education, \*State Programs, Vocational Development, \*Vocational Education

**Identifiers**—Arizona

An overview is offered of the Plan for Arizona's Career Education, a 10-year career education program developed by the Arizona State Board of Education. The handbook includes a definition of career education, the elements of career education, program organization, teacher support, impact on counseling, a description of the Arizona Clearinghouse in Career Education, apprenticeship programs, career-oriented curriculums, parent involvement, and the use of instructional media. Briefly discussed are the 20 career education projects currently underway in various school districts in Arizona. Vocational education is an important part of the career education program of the Arizona Board of Education. The various vocational education programs include home economics, marketing and distribution, public and personal services, agribusiness and environment, manufacturing and transportation, communications, construction, business and office, health, and such special areas as manpower development, special needs, cooperative education, exemplary programs, Research Coordinating Unit, work study programs, professional development, youth organizations, and area vocational centers. The document is introduced by remarks by Dr. William F. Pierce and Dr. Sidney P. Marland, Jr. (BP)

**ED 098 294 CE 002 344**

**Driver Education Saves Gas.**

American Automobile Association, Falls Church, Va. Traffic Engineering and Safety Dept.

Pub Date Feb 74

Note—4p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Conservation Education, \*Driver Education, Secondary Education

The argument that driver education should be dropped because driver education cars use gas is shortsighted. High school driver education is an excellent vehicle for teaching concepts of energy conservation. A small investment in fuel now can result in major savings of gasoline over a student's lifetime. In addition good driver education courses graduate well-informed, competent drivers with positive outlooks on responsible driving—an asset that cannot be readily measured in gallons of fuel. The fuel used for high school driver education should be regarded as an investment that can easily be recouped in the first year a person drives after taking the course. (Driver education fuel facts are presented and discussed.) (Author/SA)

**ED 098 295 CE 002 345**

**An Education Service for the Whole Community.**

Inner London Education Authority (England).

Report No.—7168-0529-4

Pub Date 9 Oct 73

Note—65p.

Available from—Inner London Education Authority, The County Hall, London SE1 7PB, England (No charge)

**Document Not Available from EDRS.**

**Descriptors**—\*Community Resources, \*Community Schools, Educational Change, Educational Coordination, \*Educational Innovation, \*Educational Programs, Elementary Education, Foreign Countries, Post Secondary Education, \*Program Descriptions, Public School Systems, School Community Cooperation, School Community Relationship, School Services, Secondary Education, Urban Education, Urban Environment, Urban Schools

**Identifiers**—England, Great Britain, \*London

The report looks at the education service in Inner London as a whole and proposes developments designed to enable it to serve more fully the needs of the whole community. Attention is drawn to the important aspects of the community in Inner London and its problems. The report goes on to describe some of the new developments which have taken place. It refers to steps

already taken to draw together the diverse aims of the service and examines the way change occurs. It proposes a strategy of innovation which relies on the creativity of the educational institutions in responding to the needs of the community and the individuals who comprise it. Within this concept of the community school there is a need for fuller understanding among those involved in the education service as a whole, for a strengthening of associations between its parts and movement toward closer integration, and for a more organic relationship with the whole community in its many divergent manifestations. This is achieved by looking at the major sectors of the service, youth and adult services, and the community as it relates to primary schools, secondary schools, special schools, further and higher education, and colleges of education. (Author/BP)

**ED 098 296** CE 002 346

*Leider, Robert*  
**Why They Leave: Resignations from the United States Military Academy Class of 1966.**

Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.  
Report No.—AD-778-755  
Pub Date 6 Jul 70

Note—176p.  
Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-778 775, MF-\$1.45; HC-\$5.50)

**Document Not Available from EDRS.**

Descriptors—Attitudes, \*Factor Analysis, Graduates, \*Job Satisfaction, Job Tenure, \*Military Personnel, Military Schools, Military Training, \*Personal Values, Surveys  
Identifiers—Army

The study explores the reasons for the resignation from the United States Army among graduates of the United States Military Class of 1966. It seeks to determine reasons for resignations, quality of resignees compared with nonresignees, and what can be done to reduce resignations of Academy graduates. Through questionnaires and personal interviews, it was determined that reasons for leaving differed according to the level of performance of the leaver. Those of above-average performance thought their authority would be greater, there would be more opportunities for independent action, less red tape, less supervision, and more money. Average performers object to family separations. They prefer greater stability and more time to devote to their private lives. Below-average performers are bitter and critical of performance-based activities and evaluations. They blame the system for their personal failure. (Author/AG)

**ED 098 297** CE 002 356

**The Safest Route to School Project: Teacher's Guide and Student Leaflet.**

American Automobile Association, Falls Church, Va. Traffic Engineering and Safety Dept.  
Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Accident Prevention, Instructional Programs, Safety, \*Safety Education, \*School Safety, \*Teaching Guides, Teaching Procedures, \*Traffic Safety

The purpose of the Safest Route to School project is to help children develop safe walking habits and inform them of the potential dangers which exist in a seemingly innocent walk to school. This project will foster cooperation between home and school in working toward the common goal of protecting the lives of children. Some of the guiding principles discussed which the teacher can use as a basis for the implementation of this project into the curriculum are: directness, minimum use of roadway, complicated intersections, converging routes, police supervision, adult crossing guards, school safety patrols, stop-and-go signals, school crossings, vehicular volume at crosswalks, one-way streets, stop signs, and pedestrian accident experience. Teaching approaches recommended are a field trip, development of a large-scale school area map, and individual maps. Also provided are sample individual map forms, a copy of a letter to the parents with an attached reply form, and a separate leaflet for parent and child study at home. (BP)

**ED 098 298** CE 002 358

*Lington, Hans*  
**Adult Education and Training in the Netherlands: An Estimate of the Volume and Costs of All Forms of Adult Education.**

Amsterdam Univ. (Netherlands). Kohnstamm-Institute for Educational Research.  
Pub Date May 74  
Note—36p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Adult Education, \*Adult Programs, \*Adult Students, Age Differences, \*Continuous Learning, Educational Finance, Females, Foreign Countries, Males, National Surveys, Tables (Data), \*Vocational Education, Womens Education  
Identifiers—\*Netherlands

The report is an attempt to provide a comprehensive survey of organized education/training for adults in the Netherlands. Since the Dutch Government needs to develop more complete information on adult education, figures represented in the report are rough estimates. Vocational education/training is the most important part of adult education in the Netherlands; tables indicate estimated numbers of men and women engaged in: part-time education, apprenticeships, unemployment retraining, employer-funded vocational courses, correspondence education, teacher-training, and Government employee training. Tables, likewise, provide estimates of numbers of people participating in nonvocational education—general education, television courses, and "liberal" adult education. It is estimated that about 12 percent of the total population aged 15 and over is participating in adult education with the majority being in the 15-30 years age group. About a quarter to a third of enrollees in part-time vocational and nonvocational education are women; female participation in the young workers' educational institutes is about 60 percent. Estimates of expenditures for each type of education or training are summarized. Approximately 1 percent of the total 1974 government expenditure is for adult education while 23 percent is allotted for formal full-time education. (EA)

**ED 098 299** CE 002 359

*Hartman, Charles H.*  
**The Case for Motorcycles in the Schools.**

Aetna Life and Casualty, Hartford, Conn.  
Pub Date 73

Note—5p.; Reprinted from Concepts Magazine  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Accident Prevention, \*Curriculum Development, \*Driver Education, \*Educational Needs, Educational Programs, Educational Responsibility, Program Development, Safety Education, Secondary Education, \*Teacher Shortage, Traffic Accidents, \*Traffic Safety  
Identifiers—\*Motorcycles

The need for instructional programs for young, beginning motorcyclists is clearly indicated by statistics; an estimated 70 percent of motorcycle accidents involve inexperienced riders. Teaching the techniques of coexistence in driver education courses is also important since an estimated 62 percent of all auto-cycle accidents are caused by the automobile driver. Military bases, private driving schools, motorcycle dealer sponsored schools, youth and service clubs, as well as public schools could offer motorcycle safety instructional programs. A survey revealed a lack of existing programs, citing a shortage of qualified teachers as the main cause. The Motorcycle Safety Foundation (MSF), founded by the six leading motorcycle manufacturers in the United States, offers a remedy through services in teacher education, development of related curriculum materials, testing of such materials, data analysis, and research. Recently graduate workshops were conducted offering basic riding instruction, problem identification, and educational programming and curriculum development, aimed at increasing the number of qualified motorcycle teachers. Now the responsibility rests with the high school traffic safety educators, teacher training faculty, State education department personnel, and others to provide this needed instructional program. (MW)

**ED 098 300** CE 002 360

*Perryman, Bruce C.*  
**Academic Education Will Not Get It!**

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Jan 73

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Career Education, \*Educational Development, Educational Needs, \*Educational Strategies, Government Role, \*Manpower Development, Program Administration, \*Program Development, Speeches, Systems Development, Trend Analysis

Two equally important and parallel developments have been working together: first, the emergence of a substantial and well-defined national role in career education and second, the explosive expansion of the system of career education. Career education first should provide meaningful, practical, open-ended career education in communities and regions and in other eligible institutions (profit and nonprofit) of education. Second, it should provide an effective strategy for marshalling the myriad of manpower programs that have been uncovered throughout the national government. To begin to implement innovations in career education for the 1970's, a two-edged approach is needed: the creation of a system-wide career education coordinator and the establishment of a new organizational unit. The career education system should stimulate enrollment in all performance-measured educational activity in our educational system, particularly those that follow through with job and community placement. (Author/MW)

**ED 098 301** CE 002 361

*Seifert, Bernice*  
**Career Education Scandinavian Style.**

Pub Date [Jul 74]

Note—13p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Career Education, \*Comparative Education, \*Cross Cultural Studies, Educational Programs, \*Foreign Countries, Industrial Arts, National Programs, \*School Systems, Technical Education, Trade and Industrial Education, Vocational Development, \*Vocational Education, Vocational Schools  
Identifiers—Denmark, Norway, Sweden

The purpose of the paper is to give a comprehensive view of the attitudes toward vocational education as it exists in Norway, Denmark, and Sweden. Norway has many one and two room schools on the primary level, but has a well-developed vocational school system. Training is provided before apprenticeship through workshop-schools or during apprenticeship in apprentice schools. Further instruction is available through technical trade schools and specialized trade schools in a great variety of vocational areas. Denmark provides tuition-free technical and vocational training aimed at definite occupational fields as well as community, daily living, and leisure time instruction. The technical, commercial, and other vocational schools are self-governing, under Ministry of Education supervision rather than under regional or local control. In Sweden, students attend a nine-year comprehensive compulsory school that includes craft instruction with no division into groups by sex. The student has three upper secondary school options including vocational school. Vocational training is provided in a large variety of trades in programs of one to several years. Many firms operate their own vocational schools. Recently, a new school unit combining the gymnasium continuation school and vocational school was created to form the gymnasial school. (MW)

**ED 098 302** CE 002 362

**Selected Information Resources on Vocational Education.**

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.  
Pub Date May 73

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Directories, Educational Resources, \*Information Centers, Information Services, \*Instructional Materials Centers, Library Services, \*National Organizations, Professional Associations, \*Resource Centers, \*Vocational Education

## 8 Document Resumes

The resource guide offers 29 annotated entries directing the user to vocational service organizations. Each entry includes the organization's complete address, telephone number, and statement of the organization's interests, services, resources, and publications. (MW)

**ED 098 303** CE 002 363

**Driver and Traffic Safety Education Policies.**  
New York State Education Dept., Albany. Div. of General Education.

Pub Date Jan 74

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Academic Standards, \*Board of Education Policy, \*Driver Education, \*Educational Policy, Program Administration, Program Guides, Safety Education, State Programs, \*State Standards, \*Traffic Safety

Identifiers—\*New York

The policy statement outlines New York State standards regarding: (1) the driver's education program; (2) vehicles in the program; (3) administration, supervision, and organization of summer school programs; (4) teachers in the program; and (5) pupils in the program. A glossary defines terms and instructional objectives. Program policies pertaining to application approval, minimum time requirements, scheduling, educational television, textbooks, resource materials, simulation, motorcycle safety education, and other program considerations are dealt with. Specifics regarding summer programs include program approval, program duration, and time requirements. Policies related to teacher approval, teaching requirements, and a teacher preparation program are delineated. The concluding section specifies student qualifications regarding age, parental approval, pupils in the American Field Service Program, handicapped pupils, and reciprocity. (MW)

**ED 098 304** CE 002 364

**Pierce, Jean**

**The Fashion Show: Home and Family Education: 2631.17.**

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—22p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Behavioral Objectives, \*Clothing, \*Clothing Design, Course Content, \*Curriculum Guides, Family Life Education, \*Home Economics Education, Secondary Grades, Teacher Developed Materials

Identifiers—Fashion Shows, \*Quinmester Program

The course described in this pamphlet will help the student construct his or her own garments and participate in the planning, preparation, production, and presentation of a show which will include modeling the garment and other variety-type acts. Designed for junior or senior year high school students, it is recommended that he or she successfully meet the objectives of the course "Novice Knowledge in Sewing" or the course "Sew-So-Easy." Included in the course are an outline of the behavioral outcomes with suggested content ideas, learning opportunities, resources, and a course content outline. Appended are a participation preference form and a sample program. (Author/BP)

**ED 098 305** CE 002 367

**Gurbach, Thomas W. Harris, Robert C.**

**Graduate Teaching Assistants in Industrial Education Programs.**

Pub Date Jan 73

Note—59p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

Descriptors—Demography, Employment Practices, Employment Problems, \*Industrial Education, Instructional Staff, \*Job Satisfaction, Manpower Utilization, National Surveys, Personnel Needs, Personnel Policy, Program Attitudes, \*Program Evaluation, Research Projects, Role Conflict, \*Role Perception, Statistical Data, Tables (Data), \*Teaching Assistants

Based on data collected for a study completed in the fall of 1972, the report presents baseline data concerning selected characteristics of personnel and situational factors relative to the graduate teaching assistantship system in industrial

education programs throughout the United States. Chapter 1 deals with the nature of the study, the research problem, definitions, literature, population, and procedures. Chapter 2 offers a presentation of the results. The data from the surveys are tabulated and discussed. The study focuses on: (1) demographic characteristics of personnel holding assistantship positions, (2) the relationship of roles filled by teaching assistants to selected situational factors of their employment, and (3) practices employed in industrial education departments to facilitate maximum use of personnel in assistantship positions. The appendix includes the department head information form and the survey form for graduate teaching assistants in industrial education programs as used in the survey. (MW)

**ED 098 306** 95 CE 002 369

**Information Retrieval Demonstration and Research Project. Final Report.**

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 74

Note—59p.; For a descriptive report see CE 002 368

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

Descriptors—\*Computer Programs, Educational Resources, Information Centers, \*Information Retrieval, Information Storage, \*Information Systems

Identifiers—\*Wisconsin, WISE ONE

The information retrieval demonstration and research project was designed to demonstrate the computer terminal system of information retrieval from a central computer. Specifically, the system concentrated on computer searching of the ERIC system. The demonstrations took place by locating nine terminals in volunteer districts and conducting inservice training to acquaint the people with its use. The research component was twofold; first an attempt was made to identify alternate educational applications of the computer terminal for the districts and second, an analysis of staff usage over a four-month period has been evaluated and documented as to type and extent of activities. Results to date show a generally favorable acceptance of the system, as well as a growing use of the computer terminals in obtaining information for curriculum development and for research. A location list of materials and glossary of useful terms are followed by appendices, comprising four-fifths of the document. They give general information on the Academic Computing Center, the operation of the WISE-ONE computer system, copies of overhead projections, and samples of forms used in the system. (Author/NH)

**ED 098 307** CE 002 371

**Gonyea, Adrian C.**

**Financial Analysis and Mathematics of Business: Part IV in a Series—Preparation for Certified Professional Secretary Examination. An Instructor's Guide for an Adult Course.**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 74

Note—36p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—\*Accounting, \*Bookkeeping, \*Business Education, Business Skills, Certification, Course Content, Course Objectives, \*Curriculum Guides, Mathematics Education, \*Secretaries, State Curriculum Guides

Identifiers—New York

The instructor's guide provides a review for those preparing to take Part IV of the Certified Professional Secretary (CPS) examination. Course content can also help secretaries update their skills in accounting and business mathematics. Organized into lessons with objectives, content outline, and teaching suggestions and references, the units cover: the account, posting and summarization, the bookkeeping cycle and accounting for cash, and accounting for merchandise and negotiable instruments. Additional topics include payroll procedures, special records, analysis and interpretation of financial statements, cost analysis and forecasting, analyzing and in-

terpreting numerical data, and other tools for presenting and analyzing numerical data. Notes on how secretaries prepare for the CPS examination and a bibliography are included. (NH)

**ED 098 308** CE 002 372

**Perryman, Bruce C.**

**Education's Responsibility for Career Education.**  
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Sep 73

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Career Education, Educational Development, Educational Improvement, \*Educational Problems, Educational Responsibility, \*Educational Status Comparison, Post Secondary Education, Secondary Education

Education is today a recognized social and economic necessity. Increasing demand for career education is putting enormous pressure on educational institutions—elementary, secondary, private, profit, nonprofit, and higher. Problem areas are: career education program expansion, career education's dilemma (because it is not a recognizable part of the education structure), a vertical structure for career education, improving the education program, and the influence of career education on the educational curriculum (the increasing dichotomy between college preparatory and vocational education which must be destroyed). Public school programs, colleges, and universities must become recognized as an integral part of the career education system which provides opportunity for all people. (NH)

**ED 098 309** CE 002 373

**Hamber, Marie A.**

**How to Succeed with Family Day Care.**  
Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—DHEW-SRS-73-02008

Pub Date 72

Note—6p.

Journal Cit.—Human Needs; Aug 72

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Attendant Training, Child Care Centers, \*Day Care Programs, \*Day Care Services

The methods and activities involved in running a successful family day care center are the focus of the article. Legal requirements, nutrition, teaching techniques, and the recruitment of a family day care mother are reviewed. Desired characteristics of the family day care mother, and for her pre- and inservice training are also discussed. Outlines for content areas for a training curriculum for family day care mothers, a typical schedule of daily activities, an outline of number concepts designed to familiarize children with situations involving the use of number concepts, and resources for field trips are appended. (NH)

**ED 098 310** CE 002 374

**The Blind on the Go and at Work. Selected Articles from the Rehabilitation Record.**

Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Report No.—DHEW-SRS-73-25506

Pub Date [73]

Note—14p.; Articles Reprinted from the Rehabilitation Record, the Professional Magazine of the Rehabilitation Services Administration

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—\*Blind, Communications, Educational Radio, \*Employment Opportunities, Vocational Counseling, \*Vocational Rehabilitation The pamphlet is a collection of four articles. "Tuned-in" Blind People, by C. Stanley Potter, describes at length the Radio Talking Book program of the Minnesota State Services for the Blind and Visually Handicapped and the work of the Communications Center, charged with coordinating all facets of programming and airing. A Private Sonic Boom reports on a sound sensing device installed in "sonic glasses" for the blind. Tasters and Smellers in the Food and Fragrance Industry, by Elisabeth D. Freund, describes how blind people are using their senses of taste and smell in gainful employment in quality control and preference testing for two food processors

and a manufacturer of flavoring and perfumery chemicals. The Sky's the Limit, by Kurt Milam, illustrates with a blind meteorologist the possibility that new areas of employment may be opened through specialized training provided counselors for the blind accept their responsibilities. (NH)

ED 098 311 95 CE 002 375

A Conceptual Framework for a Career Development Continuum, K-14 for Hawaii's Schools. Draft. Report No. TAC 74-7268.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services; Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—TAC-74-7268

Pub Date Dec 73

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Career Education, Curriculum Development, \*Educational Objectives, Educational Philosophy, \*Educational Planning, Elementary Education, \*Models, Program Descriptions, Program Planning, Secondary Education, \*Vocational Development

Identifiers—Hawaii

This conceptual framework for the development and implementation of a career development continuum, K-14, in the State of Hawaii is comprised of three parts: (1) a rationale of underlying assumptions and principles; (2) a theoretical conceptualization of a career development continuum; and (3) a conceptualization of goals and objectives of career development. Taken together these three components comprise a conceptual framework for development of implementing curriculum guides. The rationale covers assumptions about learners, about the nature of career development, and about effective interventions to achieve career development, followed by general assumptions about the environment. The conceptualization encompasses three major components of career development: (1) the four areas of individual growth and development (self-realization, social relationships, civic responsibility, and economic efficiency); (2) the four aspects of the environment in which growth occurs (home, school, work/leisure, and community); and (3) the three dimensions of the sequence of experiences implementing career development (awareness, exploration, and preparation-placement). The four goals (self-realization, social relationships, civic responsibility, and economic efficiency) are summarized in table form with end-goals and learner objectives by grade level. Included with the document is a pamphlet, Career Development Continuum K-14, which is a brief summary of the program. (Author/BP)

ED 098 312 95 CE 002 376

Summer, Jack  
Adult Instructor Development Handbook.

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date 1 May 72

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Adult Educators, Educational Methods, \*Teacher Improvement

The purpose of the handbook is to serve as a guide and tool for instructors of adults. It uses a "learn-by-doing" approach and briefly covers the topics of preparation, plans, instruction tools, students, practice, methods and techniques, individualized instruction, speaking, and evaluation. Tests (performance, observation, oral, paper and pencil, and objective) are outlined along with comments on feedback and instructor development. Three appendices provide a checklist for instructors, an abbreviated lesson plan form, and reading resources. (NH)

ED 098 313 95 CE 002 377

Migrant Workers. Report VII (2). International Labour Office, Geneva (Switzerland).

Pub Date 74

Note—93p.; Prepared for the 59th International Labor Conference Session (1974)

Available from—International Labor Office, 1750 New York Avenue, N.W., Washington, D.C. 20006 (\$4.20)

#### Document Not Available from EDRS.

Descriptors—Employment Practices, \*Equal Opportunities (Jobs), Foreign Countries, \*International Organizations, Labor Conditions, \*Migrant Employment, Migrant Health Services, Migrant Housing, Migrant Problems, Migrant Welfare Services, \*Migrant Workers, Program Proposals, Questionnaires, Social Attitudes

A 59-item questionnaire covering all aspects of migrant labor was sent by the International Labor Office to member States, of whom 45 sent replies which are summarized in the document. For each of the questions, the question is reproduced and followed by a list indicating which governments responded and the nature of the response. The substance of selected responses is also reproduced. The replies are followed by short office commentaries. Proposed conclusions concerning migrant workers end the report and are intended to serve as a basis of discussion by the conference. Proposed international action covers the adoption of supplementary international instruments on migrant workers. These instruments should take the form of: (1) a convention on migrations in abusive conditions, (2) a convention on equality of opportunity and treatment, and (3) a recommendation on equality of opportunity and treatment (supplementary to the convention), on social policy, and on employment and residence in countries of immigration. (NH)

ED 098 314 95 CE 002 378

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Bias, Females, \*Guidelines, \*Interest Scales, \*Interest Tests, Males, \*Sex Discrimination

The draft guidelines are the outcome of a broadly representative three-day workshop and represent a more specific definition than previously available of the many aspects of sex fairness in career interest inventories and related interpretive, technical, and promotional materials. The diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible. The guidelines are grouped in three sections: (1) The Inventory Itself, (2) Technical Information, and (3) Interpretive Information. Section 1 gives recommendations on the form and content of the interest inventory. Section 2 provides guidelines on the presentation and interpretation of materials, reporting of scores, composition of criterion groups and norm groups, investigation of the validity of interest inventories, and provisions for updating. Section 3 is concerned with the quality of interpretive information provided in detail in the publisher's manual and supporting materials. Footnotes and references are appended. It is believed these guideline recommendations will be valuable for developers, publishers, and users of career inventories. (NH)

ED 098 315 95 CE 002 379

House, Elaine W.

An In-Depth Study of the Internship Concept as Part of the Doctoral Program in Vocational-Technical Education. Abstract and Final Reports.

Ohio State Univ., Columbus. Center for Vocational and Technical Education; Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—27-0461-FR

Pub Date Jun 72

Grant—OEG-0-70-1962

Note—251p.; Part 2, an historical perspective, is also available as ED 067 445

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—\*Administrator Guides, Comparative Analysis, Degree Requirements, \*Doctoral Programs, Educational History, Educational Legislation, Educational Research, \*Internship Programs, Manuals, Program Attitudes, Program Descriptions, Program Development, Program Evaluation, Program Guides, \*Technical Education, \*Vocational Education

Identifiers—Education Professions Development Act, EPDA

An internship is required of doctoral programs in vocational-technical education programs funded under Section 552 of the Education Professions Development Act; the programs of the 11 original EPDA 552 institutions were investigated, and the results are presented. The historical background of internship in the United States is developed in a 25-page section, appended by a 10-page annotated bibliography. On-site visitations to the 11 institutions disclosed wide variations, particularly in the area of implementation (financial remuneration, course credit, student role in negotiating, advisor role, and orientation); the section is 25 pages. A 68-page in-depth evaluation of the internship at Rutgers University indicates that there is general support for the internship concept; further study of the relationship of the internship to career goals is required. Guidelines for the 30-page Internship Manual, which contains suggestions for the implementation and evaluation of an internship program, were formulated from an analysis and synthesis of these data. Among the recommendations contained in the 40-page summary are that the internship component be continued after termination of EPDA 552 projects, but with evaluation provisions. (AJ)

ED 098 316 95 CE 002 380

Lubell, Harold

Urban Development and Employment: The Prospects for Calcutta.

International Labour Office, Geneva (Switzerland).

Pub Date 74

Note—143p.

Available from—International Labor Office, 1750 New York Avenue, N.W., Washington, D.C. 20006 (\$5.85)

#### Document Not Available from EDRS.

Descriptors—\*City Government, \*City Problems, Economic Factors, Economic Research, Employment, Employment Problems, Employment Statistics, \*Foreign Countries, Migration, \*Organization, \*Unemployment, Urban Environment, Urban Population

Identifiers—Bengal, \*Calcutta, India

The study, one of the World Employment Program projects, discusses the general state of the economy as it has affected employment in West Bengal and Calcutta. It also examines the body of existing information on migration, employment, and unemployment in Calcutta. A consideration of the economic effect of development of Calcutta's infrastructure is presented, and some of the other elements of a partial solution of Calcutta's employment problem are outlined. The closing chapter presents a chapter-by-chapter summary of the study and concludes that Calcutta's troubles are, in part, a reflection of several structural imbalances. As a consequence of recruiting construction workers in the countryside, direct employment effects of an urban infrastructure investment program will be felt by the rural labor force rather than by the urban labor force; the indirect effects on the labor force will be limited. Tables of supportive data are included; March 1973 was the cut-off date for data used. (AG)

ED 098 317 95 CE 002 381

Characteristics of Clients Rehabilitated in Fiscal Years 1967-1971: Federal-State Vocational Rehabilitation Program.

Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Federal Programs, \*Mentally Handicapped, National Surveys, Participant Characteristics, \*Physically Handicapped, \*Rehabilitation Programs, State Agencies, State Programs, State Surveys, \*Statistical Data, Tables (Data), \*Vocational Rehabilitation

Identifiers—Federal State Program of Vocational Rehabilitation

Six pages of text highlighting the Federal-State Program of Vocational Rehabilitation for disabled persons in the fiscal years of 1967-71 accompany 32 tables of statistical data. The publication furnishes answers related to the personal and program-associated characteristics of persons rehabilitated under the program. Information for individual States and agencies is shown for fiscal year 1971. Vocational rehabilitation agencies in 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam furnished the data

which were collected on a basic report form; since three different versions of the form were used during the five-year period, the data, in some instances, either are not entirely comparable from year to year or else are not available for each year. National information is shown for fiscal year 1971 and, wherever possible, for the preceding four years. The State data book, customarily issued following this publication, will not be published for fiscal year 1971; instead, many of the characteristic items are included in this document, including the State ranking table. By request, information is shown for agencies for the blind. (Author/AJ)

**ED 098 318** CE 002 383  
Human Resources Development: Vocational Guidance and Vocational Training. Report VIII (2).

International Labour Office, Geneva (Switzerland).  
Pub Date 74

Note—88p.; Prepared for the 59th International Labor Conference Session (1974)

Available from—International Labor Office, 1750 New York Avenue, N.W., Washington, D.C. 20006 (\$4.20)

Document Not Available from EDRS.

Descriptors—Foreign Countries, Human Resources, \*International Organizations, \*Program Proposals, Rural Development, \*Training, \*Vocational Counseling, \*Vocational Education

The report presents responses from 57 member States of the International Labor Organization (ILO) to 16 questions as part of the preparation for placing an item entitled "Human resources development: vocational guidance and vocational training" on the agenda of the 59th (1974) Session of the ILO Conference. For each of the questions, the question is reproduced, followed by a list indicating which governments responded and the nature of the response. The substance of selected responses is also reproduced. The replies are followed by short Office commentaries referring to the corresponding point or points of the proposed conclusions at the end of the report. Topics considered in the questions were: instruments relating to vocational guidance and vocational training, establishment of vocational guidance and training guidelines, administration, association of vocational objectives with other human resource development objectives and rural development, and economic activity guidelines. Also considered were: the scope of the instrument, the inclusion of women in training programs, evaluation of programs, program emphasis, and related research. The responses provided the basis for the Office's proposed conclusions, presented in the document's final 16 pages. (AG)

**ED 098 319** CE 002 384  
Orr, David B., Ed.  
New Directions in Employability: Reducing Barriers to Full Employment.

Pub Date 73

Note—250p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$16.50)

Document Not Available from EDRS.

Descriptors—Blue Collar Occupations, Counseling, Decentralization, Disadvantaged Groups, \*Employment, \*Employment Trends, Job Training, Manpower Development, \*Success Factors, \*Underemployed, \*Unemployment, Veterans, White Collar Occupations, Youth

The book, a condensation of the deliberations of a conference called by the National Graduate University under the sponsorship of the Bruner Foundation of New York City, contains proposals by experts from all areas for improving employability. The conference purpose was to provide for an exchange of the latest ideas, information, and methods of coping with unemployment and underemployment, which have been found to be successful in one or more important respects. Among subjects covered are: training programs for youth and the disadvantaged, blue- and white-collar programs in the private sector, Federal manpower programs for Vietnam veterans, and supportive services such as counseling. Consensus is shown on a number of themes recurring across the sessions: the need for an integrated, coherent national manpower policy coordinating effort at all levels of public/private sectors; the need for a more client-centered system; the need for decentralization; the desirability of removing some of

the eligibility requirements for services; the fact that disadvantage is not confined to the lower classes; the emphasis on the worker as the unit of concern rather than the job itself. (Author/EA)

**ED 098 320** CE 002 385

Scheier, Ivan H. Goter, Leroy P.

Volunteers in Court: A Manual.

Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Report No.—DHEW-SRS-73-26007

Pub Date 73

Note—236p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

Descriptors—\*Administrator Education, Core Curriculum, \*Juvenile Courts, Manuals, Personnel Selection, \*Probation Officers, \*Program Development, Program Evaluation, Recruitment, \*Volunteers, Volunteer Training, Youth Problems

The manual's purpose is to draw together the body of knowledge gained from the experience of the approximately 10,000 unpaid local citizens currently providing volunteer probation services in about 125 courts. The manual draws heavily from the core experience with the Boulder Juvenile Court, Boulder, Colorado. The first chapter presents a general orientation to the subject of volunteers in court service. The second chapter discusses general planning considerations. Subsequent chapters deal with recruitment, screening and selection, volunteer training and orientation, the instilling of volunteer incentive and support, and the assessment of volunteer programs. Descriptions of typical volunteer program types are published separately and are summarized in chapter 12, along with references to information available on the various subjects. Caution must be used in the acceptance of specifics which are especially vulnerable to varying conditions in different communities. The manual may be viewed as a core curriculum designed for training of volunteer program developers and administrators. The focus is on volunteer probation services in juvenile courts but has applicability for services to problem youth in the areas of prevention, detention, and parole. (Author/AG)

**ED 098 321** CE 002 392

Kralovec, Dalibor W.

Do School Safety Patrols Fit into Today's Educational System?

Pub Date Jul 71

Note—8p.; Speech presented at the American Automobile Association School Safety Patrol Workshop (Williamsburg, Virginia, July 1971)

Available from—American Automobile Association (contact local clubs), Stock No. 3129, price not quoted

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Individual Development, \*School Safety, \*Student Development, \*Student Leadership, Student Responsibility, \*Traffic Safety

Identifiers—\*School Safety Patrols

School safety patrols are a school management team member and provide citizenship training. Pupils, through participation, can learn responsibility and leadership and develop their character. Patrol work is relevant and necessary, and the children are enthusiastic participants. Moreover, patrol work stresses individual needs and human relations. Patrols need everyone's support. There is a job to be done in the safety patrol work throughout America that is vital-vital as life itself. The school safety patrol has a definite place in today's educational system. (NH)

**ED 098 322** CE 002 395

McGhee, Marion A.

Is Liability a Factor Affecting School Safety Patrol Programs Today?

Pub Date Jul 71

Note—10p.; Speech presented at the American Automobile Association Safety Patrol Workshop (Williamsburg, Virginia, July 1971)

Available from—American Automobile Association (Contact local clubs), Stock No. 3128, price not quoted

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Administrator Responsibility, Boards of Education, \*Legal Problems, \*Legal Responsibility, Legislation, School Administration, \*School Safety, \*Traffic Safety

Identifiers—\*School Safety Patrols

There are three levels of potential liability involved in the specific area of school safety patrols—liability of the school district as an entity of government, liability of the individual school board member, and liability of the school administrators who supervise the school safety program. But there is no known case in a court of record in which these liabilities have been decided. There are several steps school officials can take to reduce their liability potential. The first is to secure enactment of State legislation specifically authorizing the maintenance of school safety patrols. A second step is directing a complete review of the entire school safety patrol program. Thirdly, if exempting legislation is not possible, legislation should be sought which provides for the indemnification of any school official or employee who is the subject of a judgment for damages in any action arising out of the performance of his duties. (NH)

**ED 098 323** CE 002 397

Evaluation of Arizona Job Colleges: A Demonstration of Comprehensive Manpower Services to Families. Final Report.

Policy Development Consultants, La Jolla, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.—PB-231-538

Pub Date Mar 74

Note—283p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. PB-231 538, MF-\$1.45, HC-\$17.25)

Document Not Available from EDRS.

Descriptors—\*Economically Disadvantaged, Employment, \*Family Life, Family Management, Family Programs, Manpower Development, Manpower Utilization, Program Evaluation, \*Rehabilitation, \*Rural Family, \*Vocational Counseling

Identifiers—Arizona, \*Arizona Job Colleges

This is a report of a comprehensive evaluation of the Arizona Job Colleges and provides an analysis of the effectiveness of AJC with respect to improving the client family's life; specifically, in their job and income, family activities, community activities, material well being, good consumer practices, and attitudes and outlook on life. The report also assesses operational and administrative processes of AJC. Interviews were conducted with AJC clients and staff over a three-year period. (NTIS)

**ED 098 324** CE 002 399

Employment Situation of Vietnam-Era Veterans: Second Quarter 1974. Report No. USDL-74-365.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 12 Jul 74

Note—8p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Employment Patterns, \*Employment Statistics, Employment Trends, Negro Employment, \*Statistical Data, Statistical Surveys, Tables (Data), Unemployment, Veterans

Identifiers—\*Vietnam Veterans

The second quarter 1974 Bureau of Labor Statistics show little change over the past year in the job situation for Vietnam veterans (20-34 years). With the number of newly discharged veterans being reduced, the unemployment rate remains steady at 5 percent; a much smaller proportion of Vietnam veterans now are 20-24 years old, where the unemployment rate is considerably higher than for older veterans. A substantial difference still remains between the higher jobless rate of the younger veterans compared with non-veterans 20-24 years old. The unemployment rate for Negro veterans (20-34 years), at 10.5 percent, was not significantly changed over the quarter or year. (Quarterly and annual averages are presented in six tables concerning employment status, duration of unemployment, reasons for unemployment, and reasons for nonparticipation in the labor force by veterans and non-veterans in an age group 20-34 years old divided by region, age, and race.) (EA)

# ED 098 325 CE 002 400

## Motorcycle Safety Education Programs: Report of a Survey of State Departments of Education and of Colleges and Universities.

American Driver and Traffic Safety Education Association, Washington, D.C.  
Spons Agency—Motorcycle Industry Council, Washington, D.C.

Note—26p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Colleges, Curriculum Development, Driver Education, Motor Vehicles, \*National Surveys, Program Administration, Program Planning, \*Safety Education, \*State Departments of Education, Teacher Qualifications, Traffic Safety, \*Universities, Workshops  
Identifiers—\*Motorcycles

A survey of State departments of education and colleges and universities, conducted by the Motorcycle Industry Council Safety and Education Foundation, revealed the need for more teacher education programs, instructional materials, and organized workshops that promote motorcycle safety education. The primary interest indicated by State departments of education was in curriculum guidelines, program planning and administration, instructional materials, and teacher qualifications. Although nearly all States report some material already available, there is wide agreement on the need for development of additional instructional material. Sixty-five percent of the respondents felt that motorcycle safety education, during the last three years, has become more acceptable as a school responsibility. Responses from 122 colleges and universities revealed similar primary interests. A shortage of qualified motorcycle education teachers appears to be a restrictive factor in developing programs in colleges and secondary schools. Increased emphasis on motorcycle safety is being planned in 60 percent of the colleges. However, the respondents showed wide differences of opinion on predicting the future of motorcycle safety during the next five years. (EA)

# ED 098 326 CE 002 402

## Miller, Larry E.

### Advanced Livestock Production: A Course of Study.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Agricultural Education Program; Virginia State Dept. of Education, Richmond, Agricultural Education Service.

Pub Date 73

Note—217p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—\*Agricultural Education, \*Agricultural Production, Course Content, \*Curriculum Guides, \*Livestock, \*Resource Materials, Secondary Education

With the introduction of specialized courses of study in the third and fourth year of high school, it has become necessary to do more specialized work in the area of livestock production. The course is designed to provide a guideline to encourage intensified studies in this area, and outlines materials and methods, time allotment, and the use of course materials. The course is divided into three sections and, within each section, into units and jobs. Each job is broken down into five sections: objective, motivation, references, teaching outline, and teaching procedures; in most cases illustrative material is provided. Section A, Livestock Selection, is 27 pages long and reviews herd selection, and the selection of swine, beef animals, sheep, and dairy cattle. Section B, 96 pages, covers the history and present day methods of livestock breeding, trends in Livestock Improvement, and 13 sections covering aspects of reproduction and inheritance. The topics treated in Livestock Nutrition, Section C, 80 pages, are the monogastric and ruminant digestive systems, six sections on nutrients, followed by the digestive process, metabolism and absorption of nutrients, and four sections on rations. (NH)

# ED 098 327 CE 002 403

## Dunn, Charlotte J. Payne, Bill F.

### World of Work: Occupational-Vocational Guidance in the Elementary Grades. A Handbook for Elementary School Teachers and Counselors.

Pub Date 71  
Note—200p.

Available from—Leslie Press Corporation, 111 Leslie Street, Dallas, Texas 75207 (\$4.95)

# Document Not Available from EDRS.

Descriptors—Activity Units, Bibliographies, \*Career Awareness, \*Career Education, \*Counselor Role, Curriculum, Developmental Tasks, Educational Needs, \*Elementary Grades, Instructional Materials, Learning Activities, Occupational Guidance, Resource Materials, Self Evaluation, \*Teacher Role, \*Vocational Development

The handbook is a reference guide for elementary school teachers and counselors involved in vocational guidance. It describes and differentiates teacher/counselor roles and outlines a developmental program of career guidance which can be implemented within the existing framework of the elementary school curricula. The program of occupational information is grouped according to preschool and primary grades (K-2), middle grades (3-4), and later grades (5-6). Vocational developmental tasks and concepts are presented in a chronological order in relation to units. Activities include suggestions for class discussions, projects, experiments, scripts, resource workers, interviewing, and self-evaluation. Vocational guidance in the elementary grades is presented as a focus on the "world of life," which includes the "world of work;" it is viewed as a developmental process that promotes self-knowledge. Units for the primary and middle grades explore life in the expanding community while the upper grades explore life in the United States. An extensive bibliography of resources and supplementary materials follows each of the three grade divisions. A concluding appendix provides additional sources of supplies pertinent to the text and a key to book publishers and multimedia producers and distributors. (EA)

# ED 098 328 CE 002 407

## Section Work—Sleeves; Apparel Manufacturing: 9377.08.

Dade County Public Schools, Miami, Fla.

Pub Date Nov 72

Note—19p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Clothing Instruction, Course Content, Course Objectives, \*Curriculum Guides, Job Skills, \*Needle Trades, Post Secondary Education, Secondary Education, Sewing Machine Operators, Skill Development, \*Vocational Education

Identifiers—Fashion Industry, Florida, \*Quinmester Program

This course involves practice in a sleeve-making techniques. Prior to entry in this course the vocational student will have completed "Section Work—Pocket Setting." Upon completion of the course the student will be able to understand the underlying principles of sewing individual sections of garments using factory techniques comparable with those of industry. The course outline includes goals, specific objectives, orientation, factory procedures for sewing sections of garments, sleeve setting, insertion of gussets, and instructor demonstration. A bibliography and posttest are appended. (NH)

# ED 098 329 CE 002 408

## Changes in Fashion—Fabrics; Apparel Manufacturing 1: 9377.04.

Dade County Public Schools, Miami, Fla.

Pub Date Feb 74

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Clothing Instruction, Course Content, Course Objectives, \*Curriculum Design, Job Skills, \*Needle Trades, Post Secondary Education, Seamstresses, Secondary Education, Sewing Machine Operators, Skill Development, Textiles Instruction, \*Vocational Education

Identifiers—Fashion Industry, Florida, \*Quinmester Program

The course provides a study of fabrics, an insight into the history of fashion, and how present day styles relate to previous eras. Course content includes goals, specific objectives, changes in fashion, fashion design, textiles, techniques in tacking for securing seams, and making a pleated skirt. The course is presented as an advanced Quinmester and is 45 clock hours in length. Prior to entry the student will have completed "Sewing

Machine Adjustments and Basic Seams." A bibliography and posttest are appended. (NH)

# ED 098 330 CE 002 409

## Special Machines; Apparel Manufacturing: 9377.10.

Dade County Public Schools, Miami, Fla.

Pub Date Mar 74

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Clothing Instruction, Course Content, Course Objectives, \*Curriculum Guides, Job Skills, \*Needle Trades, Post Secondary Education, Seamstresses, Secondary Education, \*Sewing Machine Operators, \*Vocational Education

Identifiers—Fashion Industry, Florida, \*Quinmester Program

This course allows students who are interested in careers in apparel manufacturing to learn the techniques for operating the various types of special machines used for finishing garments professionally and for specialty work. Course content includes goals, specific objectives, orientation, safety practices, special machines, assembling a child's dress using diversified machines, and production—section work. Prior to entry in this course the student will have completed the course "Attachments—Special Feed—Draping." A bibliography and posttest are appended. (NH)

# ED 098 331 CE 002 410

## Platemaking; Printing 2: 9755.04.

Dade County Public Schools, Miami, Fla.

Pub Date Sep 73

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, Job Skills, \*Printing, Secondary Education, \*Trade and Industrial Education

Identifiers—Florida, \*Quinmester Program

The course is one of a group which provides 11th grade students with the general information, technical knowledge, basic skills, attitudes, and values required for job entry level in the printing industry. Course content includes goals, specific objectives, orientation, types of lithographic plates, surface plates for offset, wipe-on plates, machines and methods for other type plates, and plate exposure devices. Also studied are the processing of plates, plate troubles on the press, and care of plates after press use. A bibliography and posttest are appended. (NH)

# ED 098 332 CE 002 411

## Lithographic Stripping; Printing 2: 9755.03.

Dade County Public Schools, Miami, Fla.

Pub Date Sep 73

Note—24p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, \*Printing, Secondary Education, \*Trade and Industrial Education

Identifiers—Florida, \*Quinmester Program

The course is one of a group which provides 11th grade students with the general information, technical knowledge, basic skills, attitudes, and values required for job entry level in printing. The course is 90 hours in length. Course content includes goals, specific objectives, orientation, safety in the stripping department, and a stripping survey. Also studied are basic mathematics, basic drafting and layout practice, the stripping department, job planning, layouts and impositions, stripping procedure, inspection and proofreading, and care of flats after stripping. A bibliography and posttest are appended. (NH)

# ED 098 333 CE 002 412

## Benson, Pauline Estrada, Rosa J.

### Exploration of Home Economics Occupations; Home and Family Education: 6775.01.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—107p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Bibliographies, Course Content, Course Objectives, \*Curriculum Guides, Em-

employment Opportunities, \*Employment Qualifications, \*Home Economics Education, Homemaking Skills, Junior High Schools, \*Occupational Home Economics, \*Resource Materials, Vocational Education

Identifiers—Florida, \*Quinmester Program

The course, for use at the junior high school level, explores employment possibilities in home economics and related areas. Lists of resource materials, a pretest and posttest, and an extensive, 70-page curriculum guide are appended. The guide explores eight block areas: (1) introduction; (2) homemaking; (3) personal development for careers; (4) child care, guidance, and services; (5) institutional and home management, and supportive services; (6) home furnishings, equipment, and services; (7) clothing management, production, and success; and (8) food management, production, and services. Each block, except the first and third, is introduced by a pyramid diagram showing occupations at entry, skilled, technical, and college-trained levels. For these six blocks the desired behavioral outcome is that students will be able to identify job titles and descriptions at various levels of maturity and evaluate social and economic applications of homemaking roles. Suggested content ideas, learning opportunities, and resources are followed by a list of job titles, descriptions, educational requirements, and remuneration. Block 3 emphasizes personal characteristics relating to employability and finding employment. Suggested content ideas, learning opportunities, and resources are supplemented by personality checklists. (NH)

**ED 098 334** CE 002 413  
Vocational Office Education—Special Jobs; Clerical or Secretarial; Vocational Office Education  
Clerical: 7645.01.

Dade County Public Schools, Miami, Fla.  
Pub Date Nov 73

Note—48p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Business Education, Business Skills, \*Clerical Occupations, Course Content, Course Objectives, \*Curriculum Guides, Office Machines, \*Office Occupations Education, Post Secondary Education, Secondary Education, \*Secretaries

Identifiers—Florida, \*Quinmester Program

The course, which can also be taken as part of the Vocational Office Education—Secretarial series, gives students experience in typewriter composition, spelling, proofreading, setting up letters in two styles, acting as a receptionist, and in keeping bank records, a petty cash book, and a payroll. Course content includes the proportional space typewriter, fluid or spirit duplicating process, ink duplicating, transcription machine, full-keyboard adding-listing machine, and shorthand speedbuilding. Prior to enrollment in this course the clerical student should have completed "Typewriting Skills" and the secretarial student should have completed "Shorthand Basic Transcription." A bibliography and posttest are appended. (NH)

**ED 098 335** CE 002 414  
Food Service with a Flair; Commercial Cooking and Baking: 9193.12.

Dade County Public Schools, Miami, Fla.  
Pub Date Oct 73

Note—54p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, \*Food Service, \*Food Service Occupations, Post Secondary Education, Resource Materials, Secondary Education, \*Vocational Education

Identifiers—Florida, \*Quinmester Program

The two quinmester credit course introduces the student to the knowledge and skills of effective dining room services. Course content includes goals, specific objectives, orientation, food service sales personnel, selling in food service, dining room arrangement as related to personnel, and setting the dining table. Areas also studied are effective table service, types of food service units, accommodating guests, the unusual customer, and banquet and buffet service. A prerequisite for this course is mastery of the skills covered in "Food Service Equipment Specialty."

Appendices contain a bibliography, posttest, selection and setting charts, food service vocabulary, menu samples, suggestions for a limited diet, and a sample resume. (NH)

**ED 098 336** CE 002 415  
Managerial Occupations; Commercial Cooking and Baking: 9193.24.

Dade County Public Schools, Miami, Fla.  
Pub Date Feb 74

Note—38p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Cooks, Course Content, Course Objectives, \*Curriculum Guides, \*Food Service, Management, Management Education, \*Managerial Occupations, Post Secondary Education, Repair, Sanitation, Secondary Education, Vocational Education

Identifiers—Florida, \*Quinmester Program

Especially designed for students who show management potential, this course is designed to teach effective management and control of the food service area of an establishment. Emphasis is placed on labor control, supplies (other than food), utilities, laundry, and uniforms. Course content includes goals, specific objectives, management, labor controls, departmental relations, miscellaneous supplies, and equipment repair and replacements. Utilities, sanitation, butchering, and carving are also studied. Prior to entry into this course the student will display mastery of the skills covered in "Receiving and Storing Occupations." A bibliography, food and occupation information sheets, and a posttest are appended. (NH)

**ED 098 337** CE 002 416  
Painting and Finishing in the Home; Construction 7-9—Prevocational: 5846.07.

Dade County Public Schools, Miami, Fla.  
Pub Date Jul 73

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, \*Finishing, \*Painting, Post Secondary Education, \*Prevocational Education, Secondary Education

Identifiers—Florida, \*Quinmester Program

The beginning course provides students with the various techniques and supplies necessary for finishing and refinishing in the home and for home furnishings. Course content includes goals, specific objectives, orientation, selecting tools, equipment, finishes, finishing problems, and maintenance and safety. Also incorporated are consumer knowledge, working as a finisher, vocational opportunities, and an evaluation. A bibliography and posttest are appended. (NH)

**ED 098 338** CE 002 417  
Working as a Plumber; Construction 7-9—Prevocational: 5846.09.

Dade County Public Schools, Miami, Fla.  
Pub Date Sep 73

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, \*Plumbing, Post Secondary Education, \*Prevocational Education, Secondary Education, \*Trade and Industrial Education

Identifiers—Florida, \*Quinmester Program

The beginning course involves the student with practices in plumbing, referring to the various systems of pipes and tubes that carry liquids and gases from a source to a building. Course content includes goals, specific objectives, orientation, selecting hardware, tools and equipment, prescription for faulty fixtures, and plumbing installations. Solving special problems, major types of piping systems, consumer knowledge, vocational opportunities, and an evaluation also are included. A bibliography and posttest are appended. (NH)

**ED 098 339** CE 002 418  
Forging; Heat Treating and Testing; Technically Oriented Industrial Materials and Process 1: 5898.05.

Dade County Public Schools, Miami, Fla.  
Pub Date Aug 73

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Course Content, Course Objectives, \*Curriculum Guides, \*Metallurgy, Metals, \*Metal Working Occupations, Post Secondary Education, Secondary Education, Technical Education, \*Trade and Industrial Education

Identifiers—Florida, \*Quinmester Program

The course provides students with advanced and exploratory experience in the area of plastic deformation of metals and in the changing of the physical characteristics of metals by the controlled application and timed removal of heat. Course content includes goals, specific objectives, safety in forge work, forging tools and equipment, industrial forging, and heat treating safety. Also studied are annealing, hardening tool steels, destructive materials testing, and nondestructive materials testing. Completion of two courses is required prior to entry into this course: "Foundations of Metal Technology" and "Hot Metals." A bibliography and posttest are appended. (NH)

**ED 098 340** CE 002 420  
Miller, Mason E.

Extension Study Group Members View Their Clubs and Extension Home Economists. ANREI Publication No. 28.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Report No.—ANREI-28

Pub Date Oct 73

Note—10p.; For a related document, see CE 002 421

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Classes (Groups of Students), \*Discussion Groups, Extension Agents, \*Extension Education, \*Home Economics Education, \*Participant Satisfaction, Surveys, \*University Extension

Identifiers—\*Michigan

The data presented in this report were selected from a 1972 study of Michigan Extension Study Group (ESG) members. Included are data descriptive of the women themselves and their situation (area and type of home, age, income, ESG experience, and especially their attitudes toward their ESG and their Extension Home Economists). Selected findings are presented in tabular form, showing proportions of responses from each of three areas of the State; members' feelings about their ESGs; and each respondent's level of satisfaction with her ESG. Other tables give percentages of respondents who would like to see changes made in their ESGs; how members feel about their Extension Home Economist's help to the ESG; the positive and negative reasons respondents answered as they did when asked how adequate the help was that EHEs gave to their ESGs; and a breakdown of the EHEs most important activities for the respondent and community. Major conclusions were: (1) most respondents said they were satisfied with their ESGs; (2) ESGs were important to them; (3) there were things that ESGs could do differently; (4) help from Extension Home Economists was adequate; and (5) members do pass on information and ideas to others. (NH)

**ED 098 341** CE 002 421  
Miller, Mason E.

Views of Members Toward Their Michigan Extension Study Groups. ANREI Publication No. 27.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Report No.—ANREI-27

Pub Date Oct 73

Note—59p.; For a related document, see CE 002 420

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Classes (Groups of Students), \*Discussion Groups, Extension Agents, \*Extension Education, \*Home Economics Education, Participant Satisfaction, Questionnaires, Surveys, Tables (Data), \*University Extension

Identifiers—\*Michigan

The survey was designed to find out how the Extension Home Economists' lessening contact with extension study groups (ESGA) affected the clubs, the image of the home economist among club members, ideas for improving the ESGs, and

to compare areas of the State. Research procedures included the use of a questionnaire and detailed instructions to each home economist for sampling her ESG mailing list. The data gathered are tabulated and provide information descriptive of the women themselves and their situation, including such aspects as home location, age, and annual family income. Three areas of the State are compared in the findings. Some conclusions were that: (1) members felt ESGs were important to them personally; (2) more than 75 percent of the women said they were either "satisfied" or "somewhat satisfied" with their ESGs; (3) a majority reported that the help of the extension home economist to their ESGs was adequate; and (4) members said the two most important things about their ESGs were learning and fellowship. There are 31 tables and the appendix consists of letters and forms related to the survey. (NH)

**ED 098 342** CE 002 422

Dutton, Donnie Glover, Billy  
Adult Basic Education Curriculum Development.  
Memphis State Univ., Tenn.  
Pub Date Aug 74

Note—33p.; A resource document containing an orientation to and evaluation of the institute held at Memphis State University (June 17-28, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Adult Basic Education, Adult Educators, Curriculum Design, \*Curriculum Development, \*Curriculum Planning, Evaluation Methods, Formative Evaluation, Participant Satisfaction, \*Program Evaluation, Summer Institutes, Teacher Education, \*Teacher Workshops

One of the problems encountered by adult basic education (ABE) teachers was the lack of understanding of the process of curriculum development. This resource document contains an orientation to and an evaluation of the two-week teacher training institute held at Memphis State University. The first session dealing with instructional objectives included a curriculum rationale, educational objectives, selecting appropriate educational objectives, establishing performance standards, and defining content for objectives. Training in the construction of instructional sequences dealt with teaching units and lesson plans, analyzing learning outcomes, appropriate practice, knowledge of results, and perceived purpose. The session on evaluation emphasized a rigorous system for assessment of teaching, test construction, item sampling, interpretation of student performance data; the preassessment of learner competency was also examined. The evaluation of the institute offers data related to a profile of the participants, physical facilities, objectives, the program—its strength and weaknesses—and an overall rating. The appendix includes the forms and questionnaires used in evaluating the institute. (MW)

**ED 098 343** 88 CE 002 423

Dean, Harvey R., Ed.

Material Analysis and Processing Systems: A 9th and/or 10th Grade Industrial Education Curriculum Designed To Fulfill the Kansas State Department of Vocational Education's Level 2 Course Requirements.

Kansas State Coll. of Pittsburg. School of Technology.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Kansas State Dept. of Education, Topeka.

Pub Date 73

Note—208p.; For other curriculum guides in this series see CE 002 424-425

Available from—S.E.T. Project, Kansas State College of Pittsburg, Pittsburg, Kansas 66762 (\$5.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Course Content, \*Curriculum Guides, Educational Equipment, \*Experimental Curriculum, \*Industrial Arts, Industrial Education, Instructional Aids, Learning Activities, Lesson Plans, Metals, Plastics, Resource Guides, Safety Education, Secondary Education, \*Shop Curriculum, Teaching Guides, Teaching Procedures, Vocational Education, Woodworking

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Material Analysis, Processing Systems, \*Secondary Exploration of Technology Project, SET

The teacher developed curriculum guide provides the industrial education teacher with the objectives, equipment lists, material, supplies, references, and activities necessary to teach students of the 9th and/or 10th grade the concepts of interrelationships between material analysis and processing systems. Career information and sociological implications are included in activity form. The course is defined as the study of organic and inorganic materials and how they are changed to satisfy man's material needs. The guide opens with orientation suggestions, safety instruction, and introductory activities. Lesson plans covering the analysis and processing of plastic, metal, wood, and earth materials fill more than 100 pages of the guide, from which the instructor may select those he wishes to use to complete a 74-day course. Each plan offers a learning activity, material and processes covered, necessary reference materials, and relevant information. Among the appendices are a pre-post test and an attitude inventory, with answer keys, an equipment list, and a bibliography. The guide is one of the outcomes of the Secondary Exploration of Technology (SET) Project. (AJ)

**ED 098 344** 88 CE 002 424

Dean, Harvey R., Ed.

Industrial Communications Systems: A 9th and/or 10th Grade Industrial Education Curriculum Designed To Fulfill the Kansas State Department of Vocational Education's Level 2 Course Requirements.

Kansas State Coll. of Pittsburg. School of Technology.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Kansas State Dept. of Education, Topeka.

Pub Date Jun 73

Note—181p.; For other curriculum guides in this series see CE 002 423-425

Available from—S.E.T. Project, Kansas State College of Pittsburg, Pittsburg, Kansas 66762 (\$5.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Audiovisual Communication, Behavioral Objectives, \*Business Communication, \*Communications, Course Content, Course Descriptions, \*Curriculum Guides, Delivery Systems, \*Experimental Curriculum, Graphic Arts, \*Industrial Arts, Industrial Education, Industrial Technology, \*Instructional Materials, Reprography, Secondary Education, Teacher Developed Materials, Technical Education, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Industrial Communications, Secondary Exploration of Technology, SET

Defining industrial communications as the study of methods of originating, developing, and transmitting ideas and information as related to industry and society, the document presents a study of the total system, broken down into the subsystems of originals, reproduction methods, and products. The teacher developed curriculum guide seeks to provide the teacher with the objectives, equipment lists, material, supplies, references, and activities necessary to teach students the systems utilized within industries to communicate effectively. Included in the body of knowledge are audio, visual, and other facets of communication technology organized as follows: (1) the original—research, design, preparation, and forms; (2) the reproduction process—project image transfer, direct image transfer, and others; and (3) the product—methods of dissemination, preparation for distribution, storage and retrieval, evaluation, and feedback. A 23-page appendix includes definitions of behavioral objectives, definitions of terms, an attitude inventory, pretest/post-test, equipment/supply unit, and bibliography reference list. The guide is one of the outcomes of the Secondary Exploration of Technology (SET) Project. (MW)

**ED 098 345** 88 CE 002 425

Dean, Harvey R., Ed.

Power Conversion and Transmission Systems: A 9th and/or 10th Grade Industrial Education Curriculum Designed To Fulfill the Kansas

State Department of Vocational Education's Level 2 Course Requirements.

Kansas State Coll. of Pittsburg. School of Technology.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Kansas State Dept. of Education, Topeka.

Pub Date Jun 73

Note—114p.; For other curriculum guides in this series see CE 002 423-424

Available from—S.E.T. Project, Kansas State College of Pittsburg, Pittsburg, Kansas 66762 (\$5.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Behavioral Objectives, \*Course Content, \*Curriculum Guides, Educational Equipment, \*Experimental Curriculum, Fluid Power Education, \*Industrial Arts, Industrial Education, Instructional Aids, Learning Activities, Lesson Plans, Power Mechanics, Resource Guides, Safety Education, Secondary Education, \*Shop Curriculum, Teaching Guides, Teaching Procedures, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Power Conversion, Secondary Exploration of Technology Project, SET, Transmission Systems

The document is a guide to a 9th and 10th grade industrial education course investigating the total system of power—how man controls, converts, transmits, and uses energy; the rationale is that if one is to learn of the total system of industry, the subsystem of power must be investigated. The guide provides a "body of knowledge" chart delineating the content possibilities for any power-related course at any level of instruction, orientation suggestions, safety instruction, and introductory activities such as suggested teacher demonstrations and discussions of career possibilities. Lesson plans covering five major topics comprise the bulk of the guide: objectives, equipment, resources, and the procedure for learning activities are provided for: (1) power conversion (26 days); (2) mechanical transmission (5 days); (3) fluid transmission (8 days); (4) electrical transmission (8 days); (5) synthesis of power systems (a single "synthesis problem" occupies the students for 14 days). Appended are a definition of behavioral objectives; a pretest, posttest, and attitude inventory, with answer sheets; an equipment list; and a bibliography. The guide is one of the outcomes of the Secondary Exploration of Technology (SET) Project. (AJ)

**ED 098 346** 88 CE 002 426

Career Orientation Utilizing Language Development: Project Evaluation—Planning Phase. 1 September 1971–30 August 1972.

Cooks County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 30 Aug 72

Note—217p.; For curriculum units developed by this project, see CE 002 427-438

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

Descriptors—Career Awareness, Career Education, \*Career Planning, Course Descriptions, Curriculum Development, Educational Objectives, \*Educational Programs, Elementary Education, Forestry Occupations, Junior High Schools, \*Language Development, \*Lumber Industry, Occupational Guidance, Primary Education, \*Program Evaluation, Resource Units, Unit Plan, Units of Study (Subject Fields)

Identifiers—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD

The final report of the planning phase of Project COULD (Career Orientation Utilizing Language Development) serves a dual purpose: It provides a summary description of the overall project and of each of the units; and it records the interim and final evaluations. Project COULD was conceived as a partial answer to the problem that 60 percent of the children in Coos County had reading difficulties. The project then utilized career concepts indigenous to Coos County to simultaneously improve language skills and provide an early awareness of career opportunities

with the development of 18 preliminary units incorporating the following basic objectives: career awareness, language development, and specific unit characteristics. The project evaluation was in two stages. First to assess the conduct of the project, and second to assess the quality level of materials and activities produced. The final evaluative overview showed that the success of the project was due to: (1) the immediate specification of measurable objectives, and (2) the preparation of exemplary curriculum units. The remaining two-thirds of the document includes five appendices: unit summaries and evaluations, minutes of interim progress review meetings, a calendar of anticipated due dates, exemplary model units, and job descriptions. (Author/BP)

**ED 098 347** 88 CE 002 427  
**Logging: Unit L#1 Grade 3. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 72  
 Note—52p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (\$0.75)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Audiovisual Aids, Behavioral Objectives, Career Awareness, Career Education, \*Career Planning, Community Resources, \*Curriculum Guides, Elementary Education, \*Forestry Occupations, Grade 3, \*Language Development, Learning Activities, \*Lumber Industry, Occupational Guidance, Primary Education, Resource Materials, Vocabulary, Vocabulary Development

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. Each unit of this instructional guide is designed to promote vocational awareness, exploration, and language development. The information in this unit on logging was prepared for use at the third grade level for an approximate period of four weeks. It is divided into eight sections: a summary, an outline of the entire set of units for the category of logging, Project COULD's goals, a list of the performance objectives, a vocabulary list, suggested learning activities, numerous resource materials (films, filmstrips, transparency sets, instruction sheets, pamphlets, books, records, slides, resource people, and a resource outline questionnaire), and background information on the Coos logging industry (job and process flow charts, job summaries, and suggested teacher reading). (Author/BP)

**ED 098 348** 88 CE 002 428

**Kirkpatrick, Corky**  
**Weather and the Logger: Unit L#1 Grade 3. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73  
 Note—11p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (30 copies, \$3.60)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Career Awareness, Elementary Education, \*Environment, Grade 3, \*Instructional Materials, \*Lumber Industry, Primary Education, Reading Materials

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD, Weather

This short, narrative pamphlet on the weather and the logger accompanies the appropriate grade level curriculum guide. (BP)

**ED 098 349** 88 CE 002 429  
**Logging Transportation: Unit L#2 Grade 4. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 72  
 Note—44p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (\$0.75)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Audiovisual Aids, Behavioral Objectives, Career Awareness, Career Education, \*Career Planning, Community Resources, \*Curriculum Guides, Elementary Education, \*Forestry Occupations, Grade 3, \*Language Development, Learning Activities, \*Lumber Industry, Occupational Guidance, Resource Materials, Transportation, Vocabulary, Vocabulary Development

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. Each unit of this instructional guide is designed to promote vocational awareness, exploration, and language development. The information in this unit on logging transportation was prepared for use at the fourth grade level for an approximate period of four weeks. It is divided into eight sections: a summary, an outline of the entire set of units for the category of lumbering, Project COULD's goals, a list of the performance objectives, a vocabulary list, suggested learning activities, numerous resource materials (films, filmstrips, transparency sets, instruction sheets, pamphlets, books, records, slides, resource people, and a resource outline questionnaire), and background information on the lumber industry (job and process flow charts, job summaries, and suggested teacher reading). (Author/BP)

**ED 098 350** 88 CE 002 430  
**Wood Processing: Unit L#3 Grade 5. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 72  
 Note—63p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (\$0.90)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Audiovisual Aids, Behavioral Objectives, Career Awareness, Career Education, \*Career Planning, Community Resources, \*Curriculum Guides, Elementary Education, \*Forestry Occupations, Grade 5, \*Language Development, Learning Activities, \*Lumber Industry, Occupational Guidance, Production Techniques, Resource Materials, Vocabulary, Vocabulary Development

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD, Wood Processing

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. Each unit of this instructional guide is designed to promote vocational awareness, exploration, and language development. The information in this unit on wood processing was prepared for use at the fifth grade level for an approximate period of four weeks. It is divided into eight sections: a summary, an outline of the entire set of units for the category of lumbering, Project COULD's goals, a list of the performance objectives, a vocabulary list, suggested learning activities, numerous resource materials (films, filmstrips, transparency sets, instruction sheets, pamphlets, books, records, slides, resource people, and a resource outline questionnaire), and background information on the lumber industry (job and process flow charts, job summaries, and suggested teacher reading). (Author/BP)

**ED 098 351** 88 CE 002 431

**Kirkpatrick, Corky**  
**The Plywood Mill: Unit L#3 Grade 5. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73  
 Note—11p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (30 copies, \$2.25)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Career Awareness, Elementary Education, Grade 5, \*Instructional Materials, \*Lumber Industry, Reading Materials

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD

This short, narrative pamphlet on plywood mills accompanies the appropriate grade level curriculum guide. (BP)

**ED 098 352** 88 CE 002 432

**Kirkpatrick, Corky**  
**The Saw and Planing Mills: Unit L#3 Grade 5. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73  
 Note—10p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (30 copies, \$3.15)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Career Awareness, \*Elementary Education, Grade 5, \*Instructional Materials, \*Lumber Industry, Reading Materials

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD

This short, narrative pamphlet on saw and planing mills accompanies the appropriate grade level curriculum guide. (BP)

**ED 098 353** 88 CE 002 433

**Marketing Wood Products: Unit L#4 Grade 6. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73

Note—64p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (\$0.93)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Audiovisual Aids, Behavioral Objectives, Career Awareness, Career Education, \*Career Planning, Community Resources, \*Curriculum Guides, Elementary Education, \*Forestry Occupations, Grade 6, \*Language Development, Learning Activities, \*Lumber Industry, Marketing, Occupational Guidance, Resource Materials, Vocabulary, Vocabulary Development

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD, Wood Products

**Project COULD** (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledges, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. Each unit of this instructional guide is designed to promote vocational awareness, exploration, and language development. The information in this unit on marketing wood products was prepared for use at the sixth grade level for an approximate period of four weeks. It is divided into eight sections: a summary, an outline of the entire set of units for the category of lumbering, Project COULD's goals, a list of the performance objectives, a vocabulary list, suggested learning activities, numerous resource materials (films, filmstrips, transparency sets, instruction sheets, pamphlets, books, records, slides, resource people, and a resource outline questionnaire), and background information on wholesale and retail marketing (job and process flow charts, job summaries, and suggested teacher reading). (Author/BP)

**ED 098 354** 88 CE 002 434

*Kirkpatrick, Corky*

**Improvement on Mother Nature's Work: Unit L#4 Grade 6. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73

Note—9p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (30 copies, \$2.70)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Career Awareness, Elementary Education, Grade 6, \*Instructional Materials, Production Techniques, Reading Materials

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD, Wood Processing

This short, narrative pamphlet on wood processing accompanies the appropriate grade level curriculum guide. (BP)

**ED 098 355** 88 CE 002 435

**Lumber Ecology: Unit L#5 Grade 7. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73

Note—67p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (\$0.97)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Audiovisual Aids, Behavioral Objectives, Career Awareness, Career Education, \*Career Planning, Community Resources, Conservation (Environment), \*Curriculum Guides, Ecology, \*Forestry Occupations, Grade 7, Junior High Schools, \*Language Development, Learning Activities, \*Lumber Industry, Natural Resources, Occupational Guidance, Resource Materials, Vocabulary, Vocabulary Development

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD

**Project COULD** (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledges, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. Each unit of this instructional guide is designed to promote vocational awareness, exploration, and language development. The information in this unit on lumbering ecology was prepared for use at the seventh grade level for an approximate period of four weeks. It is divided into eight sections: a summary, an outline of the entire set of units for the category of lumbering, Project COULD's goals, a list of the performance objectives, a vocabulary list, suggested learning activities, numerous resource materials (films, filmstrips, transparency sets, instruction sheets, pamphlets, books, records, slides, resource people, and a resource outline questionnaire), and background information on the lumber industry (job and process flow charts, job summaries, and suggested teacher reading). (Author/BP)

**ED 098 356** 88 CE 002 436

*Kirkpatrick, Corky*

**Environmental Quality Control in the Paper Industry: Unit L#5 Grade 7. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73

Note—10p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (30 copies, \$3.15)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Career Awareness, \*Environment, Grade 7, \*Instructional Materials, Junior High Schools, \*Lumber Industry, \*Quality Control, Reading Materials

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, \*Paper Industry, Project COULD

This short, narrative pamphlet accompanies the appropriate grade level curriculum guide. (BP)

**ED 098 357** 88 CE 002 437

*Kirkpatrick, Corky*

**Jobs of Engineers in Environmental Quality Control: Unit L#5 Grade 7. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73

Note—8p.; For related documents, see CE 002 426-438

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (30 copies, \$2.25)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Career Awareness, \*Engineers, \*Environment, Grade 7, \*Instructional Materials, Junior High Schools, \*Lumber Industry, \*Quality Control, Reading Materials

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD

This short, narrative pamphlet on the roles of engineers in environmental quality control accompanies the appropriate grade level curriculum guide. (BP)

**ED 098 358** 88 CE 002 438

**Coos County Careers in Lumbering: Unit L#6 Grade 8. Project COULD: Career Orientation Utilizing Language Development.**

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem.

Pub Date 73

Note—36p.; For related documents, see CE 002 426-437

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459 (\$0.50)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Audiovisual Aids, Background, Behavioral Objectives, Career Awareness, Career Education, \*Career Planning, Community Resources, \*Curriculum Guides, \*Forestry Occupations, Grade 8, Junior High Schools, \*Language Development, Learning Activities, \*Lumber Industry, Occupational Guidance, Resource Materials, Vocabulary, Vocabulary Development

**Identifiers**—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon, Project COULD

**Project COULD** (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledges, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. Each unit of this instructional guide is designed to promote vocational awareness, exploration, and language development. The information in this unit on Coos County careers in lumbering was prepared for use at the eighth grade level for an approximate period of four weeks. It is divided into eight sections: a summary, an outline of the entire set of units for the category of lumbering, Project COULD's goals, a list of the performance objectives, a vocabulary list, suggested learning activities, numerous resource materials (films, filmstrips, transparency sets, instruction sheets, pamphlets, books, records, slides, resource people, and a resource outline questionnaire), and background information on the Coos County lumber industry (job and process flow charts, job summaries, and suggested teacher reading). (Author/BP)

**ED 098 359** CE 002 439

*Meredith, Leona H.*

**Occupational Essentials: Skills and Attitudes for Employment. Instructor's Guide and Lesson Plans.**

Pub Date 71

Note—107p.; For text, Occupational Essentials, see CE 002 440

Available from—H. C. Johnson Press, Inc. Vocational Education Division, P. O. Box 4156 1800 Broadway, Rockford, Illinois 61110 (\$4.50)

**Document Not Available from EDRS.**

**Descriptors**—Adult Education, \*Adult Vocational Education, \*Career Education, Career Ladders, Employment Potential, Employment Qualifications, Instructional Materials, Interpersonal Competence, Job Applicants, Job Skills, \*Job Training, Lesson Plans, Occupational Guidance, Secondary Education, Self Actualization, \*Teaching Guides, Vocational Development, \*Work Attitudes

The eight-page teacher's guide provides general objectives for the course. It also includes details on the population for which it was designed and some information regarding the variety of programs in which the material has been used successfully. The Occupational Essentials lesson plan section consists of 38 lesson plans, each stating

behavioral objectives, suggested teaching aids and materials, references, preparation, classroom presentation, application, and testing procedures. Concluding the document is a list of suggested films and filmstrips. (MW)

**ED 098 360** CE 002 440

Richter, David J.

**Occupational Essentials: Skills and Attitudes for Employment, Third Edition.**

Pub Date 72

Note—198p.; For instructor's guide and lesson plans see CE 002 439

Available from—H. C. Johnson Press, Inc., Vocational Education Division, P. O. Box 4156 1800 Broadway, Rockford, Illinois 61110 (\$4.50)

**Document Not Available from EDRS.**

Descriptors—Adult Education, \*Adult Vocational Education, \*Career Education, Career Ladders, Employment Potential, Employment Qualifications, Instructional Materials, Interpersonal Competence, Job Applicants, Job Skills, \*Job Training, Occupational Guidance, Secondary Education, Self Actualization, \*Study Guides, Vocational Development, \*Work Attitudes

The student handbook teaches six skills which are basic to seeking employment, working on the job, and resigning from the job. These skills include matching talents to the job, locating job openings, securing a job, succeeding and advancing on the job, and how to "quit" a job. Although it is useful as a course in orientation to the world of work at the secondary level, the course is generally aimed at adults in manpower training programs, correctional institutions, job corp programs, and for general education development test candidates. The course utilizes a wide range of instructional techniques including self-instructional exercises, guidance lessons, role playing sessions, instructor and group evaluations, checklists, filmstrips, dictionaries and other source books, and self-evaluations. Each lesson has been individualized when practical. Though a fourth grade reading level is expected of the student, individuals at lower levels can profit from the course with more attention from the instructor. (Author/MW)

**ED 098 361** CE 002 441

Harris, JoAnn, Ed.

**Computerized Vocational Information System (C-VIS): Evaluation Manual. A Futuristic Concept of Vocational and Educational Decision-Making.**

Computerized Vocational Information System (C-VIS) Consortium.

Pub Date May 74

Note—149p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Computer Oriented Programs, Computer Programs, Decision Making, Evaluation Methods, \*Guidance Services, Occupational Guidance, Occupational Information, \*Program Evaluation, Questionnaires, Secondary Schools, Systems Analysis, \*Systems Approach, \*Vocational Development  
Identifiers—\*Computerized Vocational Information System, CVIS

Designed to assist Computerized Vocational Information System (CVIS) users in evaluating projects in local secondary school sites, the handbook provides users with a variety of variables or viewpoints from which to assess the CVIS system. Four different approaches are presented to CVIS evaluation: the analysis of use patterns; the reaction of users and nonusers of the system; the effect of use on students' vocational planning; the cost-effectiveness of the system. Users might be analyzed by: sex, grade level, quartile by rank and/or test information, post high school plans, and reason for use. Use patterns can be analyzed by specific subsystem, by terminal, and by type of user (student, counselor, administrator, teacher). Approximately 80 pages of questionnaires (student, counselor, administrator, teacher, and parent) are included as examples of the types of questions which might be asked. Suggestions for measuring changes in vocational maturity and student exploratory behavior are offered. The Occupational Plans Questionnaire has been included to realize crystallization of student vocational plans and the Vocational Plans Questionnaire to measure change in occupational knowledge. The concluding section is a 30-page cost justification guide by IBM Corporation (cost analysis of CVIS operation at Willowbrook High School, Illinois). (Author/EA)

**ED 098 362** CE 002 442

**National Apprenticeship and Training Standards for Orthotic and Prosthetic Technicians.**

American Orthotic and Prosthetic Association, Washington, D.C.; Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 73

Note—25p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Apprenticeships, Medical Assistants, Medical Education, \*Medical Technologists, National Programs, \*Prostheses, \*Standards, State Agencies, State Standards, \*Surgical Technicians

Identifiers—National Standards, Orthotic Technicians, Prosthetic Technicians

The booklet sets forth the National Apprenticeship and Training Standards for the one-year apprenticeship program for orthotic and/or prosthetic technicians, as developed and recommended by the American Orthotic and Prosthetic Association. Standards in various areas—such as qualifications for apprenticeship, hours of work, salaries, records, reports, accident prevention, and equal opportunity—are outlined, and adapting national standards to local use and program supervision—including such topics as responsibilities of apprentices, filing with the registration agency, and term of apprenticeship—are reviewed. Continuous revision of the standards is planned. Five appendixes include work processes for orthotic and prosthetic technicians, apprentice record-keeping, the apprenticeship agreement, and Federal laws and regulations affecting the employment of apprentices. Location lists for regional offices and State and territorial apprenticeship agencies, and samples of apprenticeship certificates also are included. (NH)

**ED 098 363** CE 002 451

**About Unemployed Young People. ICON Series No. 3.**

Institute of Careers Officers, Bromsgrove (England).

Pub Date 72

Note—18p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Discriminatory Attitudes (Social), Discriminatory Legislation, Foreign Countries, \*Job Training, Productivity, \*Unemployed, \*Unemployment, \*Youth  
Identifiers—\*Great Britain

The paper deals with the present high level of unemployment among young people in Great Britain and urges action by the Government to alleviate this problem by an immediate expansion in its regional policies. The creation of more employment through new industries and services is necessary to solve the chronic unemployment of development areas. Job training and job skills need to be provided for all youth; vocational training should not discriminate against young people or those unemployed. (EA)

**ED 098 364** CE 002 452

Carson, Mary, Ed. And Others

**The Years of Uncertainty: Eighth Grade Family Life Education.**

Cedar Rapids Community School District, Iowa.

Pub Date Sep 72

Note—57p.

Available from—Teaching Resource Center, Cedar Rapids Community Schools, 346 Second Avenue, S.W., Cedar Rapids, Iowa 52404 (\$5.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Adolescence, Contraception, Course Content, Course Objectives, Decision Making Skills, Emotional Response, \*Family Life Education, Grade 8, Instructional Aids, \*Junior High Schools, \*Lesson Plans, Peer Relationship, Problem Solving, Self Concept, \*Sex Education, Sexuality, \*Units of Study (Subject Fields), Values

Identifiers—Iowa

The family life sex education unit for eighth graders, "The Years of Uncertainty," consists of a series of daily lesson plans that span a 29-day period of one-hour class sessions. Topics covered are: problem solving, knowledge and attitudes, male and female reproductive systems, conception, pregnancy, birth, birth defects, venereal disease, dating, peer group influence, emotions,

values clarification, and decision making. Some teaching aids included are a human reproduction vocabulary pretest, a teaching test on syphilis and gonorrhea, a self-image checklist, and a values clarification chart. The resource list includes related books, magazine articles, films, and filmstrips. (EA)

**ED 098 365** CE 002 453

Cagan, Phillip And Others

**A New Look at Inflation: Economic Policy in the Early 1970s.**

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date 73

Note—180p.

Available from—American Enterprise Institute for Public Policy Research, 1150 17th Street, N.W., Washington, D.C. 20036 (\$3.75)

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—\*Business Cycles, \*Change Strategies, Economic Change, \*Economic Climate, Economic Factors, \*Economic Research, Financial Policy, Financial Problems, \*Fiscal Capacity, Foreign Policy, Foreign Relations, Labor Economics, Manpower Needs, Unemployment, Wages

Identifiers—\*Inflation, Wage and Price Controls

The volume, a sequel to "Economic Policy and Inflation in the Sixties" presents the diverse opinions of distinguished scholars on developments in the American economy since the institution of direct wage and price controls in August 1971. Gottfried Haberler considers the international aspects of recent United States inflation. William Fellner organizes his discussion of employment goals and overexpansion around manpower problems, acceleration and deceleration, "inflationary equilibrium," money supply targets, and unemployment. Phillip Cagan analyzes monetary policy and provides perspective on previous positive efforts to combat inflation under controls. Wage behavior during each of the control phases, as related to both average hourly earnings in the private nonfarm economy and negotiated wage settlement, is examined by Marten Estey. Charles McLure discusses fiscal policy by examining Kennedy-Johnson economics, the game plan of gradualism, Nixon's New Economic Policy, and the record of that policy. (Author/EA)

**ED 098 366** CE 002 454

**Public Claims on U. S. Output: Federal Budget Options in the Last Half of the Seventies.**

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date 73

Note—221p.

Available from—American Enterprise Institute, 1150 17th Street, N.W., Washington, D.C. 20036 (\$3.75)

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

Descriptors—\*Budgeting, Educational Finance, Federal Legislation, \*Federal Programs, \*Financial Policy, Government Publications, Government Role, Manpower Development, \*Policy Formation, \*Program Budgeting, Program Costs, Program Planning

The volume focuses on the long-term outlook for the Federal budget in terms of the overall balance between outlays and receipts and the possible program options that might be considered in policy planning over the long term. Chapter 2 provides an overview of the budget outlook for the last half of the 1970's. Chapters 3-10 discuss possible program options within the budget categories of: national defense, agriculture, science, technology and industry, housing and community development, education, manpower, health, and income security. Chapter 7, dealing with the education budget, includes discussion of programs at all levels—occupational, vocational, and adult education—other educational aids, and general science. Focusing on the budget outlook for manpower programs in the 1974 budget, chapter 8 offers an overview of the rationale, program objectives, performance, proposed cuts, and suggests a revised role for future manpower programs. All estimates discussed in the volume are based on the fiscal 1974 budget, and thus do not account for events that have occurred since. (Author/MW)

ED 098 367 CE 002 456

Brennan, Vincent F.  
**Comprehensive Program Description and Evaluation Procedures for the Occupational Learning Centers.** Secondary Bulletin No. 100.  
 Syracuse City School District, N.Y.  
 Pub Date 16 Aug 72  
 Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Alternative Schools, \*Basic Skills, Career Education, Compensatory Education, \*Continuation Education, \*Continuous Progress Plan, Curriculum Design, Individualized Instruction, Remedial Programs, Secondary Education, Vocational Development, Vocational Education

Identifiers—New York, Occupational Learning Centers, Syracuse

The Syracuse City School District alternative high school program outline offers an individualized program of instruction that is occupationally rather than academically oriented. The curriculum is divided into three phases. The first phase covers an intensive development of basic skills. General reading skills, vocabulary, English grammar, and arithmetic are developed until a student reaches an eighth grade proficiency in these areas. In phase 2, the student continues basic skill development and completes curriculum requirements in social studies, English, health, and science. The third phase includes an in-depth study of the world of work in both practical and theoretical terms. The student will be exposed to the underlying principle of work, labor unions, government, economics, consumer education, and cultural institutions. It may also include vocational-technical training, on-the-job training, and/or intensive work experience in a specialized skill area. The end goal is successful employability and/or the ability to further the student's training or education. (MW)

ED 098 368 95 CE 002 457

Baker, William E. And Others  
**Business. Revised Summary Report: Technical Employment in Northeast Florida.**

Duval County School Board, Jacksonville, Fla.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Pub Date Jun 72

Note—110p.; For related documents, see CE 002 458-461

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Accounting, \*Business, Business Skills, Computer Science, Employment Opportunities, Employment Qualifications, Job Market, Job Skills, Managerial Occupations, Marketing, \*Occupational Information, Occupational Surveys, \*Office Occupations, Relevance (Education), Secondary Education, Secretaries, Skill Analysis, \*Task Analysis, \*Technical Occupations

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Florida, \*Pretechnical Education

The document is one of five summary reports, all part of a Pre-Technical Curriculum Planning Project for secondary students who aspire to technical employment or post secondary technical education. This report represents the results of an assessment of the northeast Florida area's technical occupations in business. A three-phase approach was utilized: (1) the identification of three broad career clusters in records system and control, secretarial science, and marketing; (2) development of a survey instrument; and (3) a review of data collected. The following occupations are analyzed according to tasks and corresponding skills/knowledges: computer librarian; control clerk; computer programmer, operator, and scheduler; accountant; bookkeeper; legal, medical, and executive secretaries; stenographers; sales manager; buyer; displayman; credit manager; stock manager; salesperson; service deskperson; copywriter; layout artist; hotel manager; and store manager. Employment statistics and projections, conclusions and recommendations complete the document. (MW)

ED 098 369 95 CE 002 458

Baker, William E. And Others  
**Agriculture and Related Businesses. Revised Summary Report: Technical Employment in Northeast Florida.**

Duval County School Board, Jacksonville, Fla.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—140p.; For related documents, see CE 002 457-461

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Agribusiness, Agricultural Machinery Occupations, \*Agricultural Occupations, Agricultural Production, Employment Opportunities, Employment Qualifications, Forestry Occupations, Job Market, Landscaping, \*Occupational Information, Occupational Surveys, \*Off Farm Agricultural Occupations, Relevance (Education), Secondary Education, Skill Analysis, \*Task Analysis, \*Technical Occupations, Vocational Agriculture

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Florida, \*Pretechnical Education

The document is one of five summary reports, all part of a Pre-Technical Curriculum Planning Project for secondary students who aspire to technical employment or post secondary technical education. This report represents the results of an assessment of the northeast Florida area's technical occupations in agriculture and related businesses. A three phase approach was utilized: (1) the identification of four broad career clusters in agribusiness: landscaping, animal/food production, forestry and natural resources, and agricultural mechanics; (2) development of a survey instrument; and (3) a review of data collected. The following occupations are some of those analyzed according to tasks and corresponding skills/knowledges: florist shop technology, floral design, greenhouse technology, landscape technology, dairy and poultry plant managing, poultry service, logging, forestry research technology, game and fish management, aquatic weed control, wild life officer, ranger, agricultural mechanics, service and sales, and truck driving. Employment statistics and projections, conclusions and recommendations complete the document. (MW)

ED 098 370 95 CE 002 459

Baker, William E. And Others  
**Health Related Occupations. Revised Summary Report: Technical Employment in Northeast Florida.**

Duval County School Board, Jacksonville, Fla.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Pub Date Jun 72

Note—210p.; For related documents, see CE 002 457-461

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Employment Opportunities, Employment Qualifications, \*Health Occupations, Job Market, Laboratory Technology, Medical Services, Nursing, \*Occupational Information, Occupational Surveys, Paramedical Occupations, Relevance (Education), Secondary Education, Skill Analysis, \*Task Analysis, \*Technical Occupations

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Florida, \*Pretechnical Education

The document is one of five summary reports, all part of a Pre-Technical Curriculum Planning Project for secondary students who aspire to technical employment or post secondary technical education. This report represents the results of an assessment of the northeast Florida area's technical occupations in health related occupations. A three-phase approach was utilized: (1) the identification of three broad career clusters in medical, laboratory, and nursing fields; (2) development of a survey instrument; and (3) a review of data collected. The following occupations are analyzed according to tasks and corresponding skills/knowledges: medical office assistant, records clerk, librarian, and receptionist; laboratory technician; laboratory assistant; histologic and blood bank technician; cytotechnologist; technical nurse; licensed practical nurse; nurse's aide; orderly; and surgical assistant. Employment statistics and projections, conclusions and recommendations complete the document. (MW)

ED 098 371 95 CE 002 460

Baker, William E. And Others  
**Public and Social Services. Revised Summary Report: Technical Employment in Northeast Florida.**

Duval County School Board, Jacksonville, Fla.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Pub Date Aug 72

Note—110p.; For related documents, see CE 002 457-461

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Child Care Occupations, Employment Opportunities, Employment Qualifications, Family Programs, Job Market, Law Enforcement, \*Occupational Information, Occupational Surveys, \*Public Service Occupations, Relevance (Education), Secondary Education, Skill Analysis, \*Social Services, \*Task Analysis, Teaching, \*Technical Occupations

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Florida, \*Pretechnical Education

The document is one of five summary reports, all part of a Pre-Technical Curriculum Planning Project for secondary students who aspire to technical employment or post secondary technical education. This report represents the results of an assessment of the northeast Florida area's technical occupations in public and social services. A three-phase approach was utilized: (1) the identification of three broad career clusters in social services, education, and police service; (2) development of a survey instrument; and (3) a review of data collected. The following occupations are analyzed according to tasks and corresponding skills/knowledges: rehabilitation technicians and administrators, social work assistants, family service occupations, child care specialists, teaching assistants, teachers, educational administrators, patrolmen, correctional officers, and police supervisors. Employment statistics and projections, conclusions and recommendations complete the document. (MW)

ED 098 372 95 CE 002 461

Baker, William E. And Others  
**Engineering and Industrial Fields. Revised Summary Report: Technical Employment in Northeast Florida.**

Duval County School Board, Jacksonville, Fla.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Pub Date Jun 72

Note—117p.; For related documents, see CE 002 457-460

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Building Trades, Electrical Occupations, Electromechanical Technology, Employment Opportunities, Employment Qualifications, \*Engineering, \*Industrial Technology, Job Market, \*Occupational Information, Occupational Surveys, Plumbing, Relevance (Education), Secondary Education, Sheet Metal Work, Skill Analysis, \*Task Analysis, \*Technical Occupations

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Florida, \*Pretechnical Education

The document is one of five summary reports, all part of a Pre-Technical Curriculum Planning Project for secondary students who aspire to technical employment or post secondary technical education. This report represents the results of an assessment of the northeast Florida area's technical occupations in engineering and industrial fields. A three-phase approach was utilized: (1) the identification of four broad career clusters in electromechanical, building and construction, climate control, and transportation fields; (2) development of a survey instrument; and (3) a review of data collected. The following occupations are analyzed according to tasks and corresponding skills/knowledges: electronics technicians, electronics maintenance, sales, radio and television repair, electromechanical technicians, computer maintenance, air conditioning service, heating and power plant technician, sheet metal work, automotive repair, service station business management, drafting, surveying, electrical trades and mechanical trades, such as plumbing and industrial sheet metal work. Employment statistics

## 18 Document Resumes

and projections, conclusions and recommendations complete the document. (MW)

**ED 098 373** 95 CE 002 462  
[Cobb County, Georgia Occupational and Career Development Program: Teacher's Resource Guides.]

Cobb County Board of Education, Marietta, Ga.; Illinois State Board of Vocational Education and Rehabilitation, Springfield, Div. of Vocational and Technical Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 74  
Grant—OEG-0-70-4781; OEG-0-72-4684  
Note—195p.

Available from—Copies suitable for reproduction are available through each state's Research Coordinating Unit

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—\*Career Education, Construction Industry, Course Content, Course Objectives, \*Curriculum Guides, \*Elementary Education, Family Life Education, Health Occupations, Music, News Media, Occupational Information, Photography, Public Service Occupations, Resource Materials, \*Resource Units, School Personnel, Transportation

Identifiers—\*Georgia

This collection of 10 teacher's resource guides was developed by the Cobb County Georgia Career Education Project and contains the 10 units: (1) for grade 1: The School, Careers in Public Service; and What Does My Family Do All Day?; (2) for grades 3 and 4: Commercial Airlines and Airports, Careers in Transportation; Trains, Careers in Transportation; and Music, Careers in Fine Arts and Humanities; (3) for grades 5 and 6: The Newspaper, Careers in Communications and Media; The Hospital, Careers in Health; and Television, Careers in Communications and Media; (4) for grade 6: Photography, Careers in Communication and Media; and Building Construction, Careers in Construction. All units have the same format which includes an introduction, notes to the teacher, goals, learner objectives, and concepts; subject matter; occupational information and suggested motivation, study, research, and correlating activities; participative, culminating, and followup activities; materials and equipment needs; evaluation, resource materials, and bibliography. The photography unit has four appendices related to making a camera and developing and printing negatives. Sections on occupational information give a general description, job entry and preparation, general requirements, working conditions and benefits, and occupational listings. In some units the bibliography is divided into children's and teacher's selections. (NH)

**ED 098 374** CE 002 463  
**Basic Health Care. Instructor's Teaching Guide.**

Miami-Dade Junior Coll., Fla.  
Spons Agency—Veterans Administration, Washington, D.C.

Pub Date Jan 74  
Note—158p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Audiovisual Instruction, Class Activities, \*Course Content, Course Objectives, \*Curriculum, Health Occupations, \*Health Occupations Education, Health Personnel, Instructional Materials, Job Skills, \*Nurses Aides, \*Paramedical Occupations, Patients (Persons), Post Secondary Education, Records (Forms), Task Analysis, Work Attitudes

The curriculum for the training of the entry level health workers (referred to as nursing aid, assistant, or basic health care worker) is organized with a modular approach and designed within the framework of a humanistic learning growth model. Module 1, The Health Core, provides basic education for any health care worker.

Module 2, The Patient Care Assistant, specifically prepares the graduate with knowledge, skills and attitudes for employment as a patient care assistant in clinics, family health centers, hospitals, nursing homes, and extended care facilities. The total curriculum may be covered within a six-week period. Units within Module 1 are: introduction, body mechanics, environmental safety, and orientation. Each unit follows a format of: course outline, objectives, suggested

strategies, evaluation methods, references, and audiovisual aids. Unit topics covered in Module 2 are: introduction, the patient unit, patient comfort and safety, hospital admission of a patient, activities of daily living, treatments, and patient discharge from a hospital unit. The 84-page appendix contains a task frequency profile for basic nurse's aids, a compilation of teaching strategies, a variety of evaluation techniques to assess human-awareness, learning, growth/cognitive/psychomotor performance level, and a glossary. (EA)

**ED 098 375** CE 002 464  
**Brooks, Kent And Others**

**Start-Up Training in Mississippi: Program Development Guide.**  
Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 74

Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Community Involvement, Entry Workers, \*Industrial Training, Job Market, Job Placement, \*Job Skills, \*Job Training, \*Off the Job Training, Post Secondary Education, \*School Industry Relationship, Technical Education, Training Objectives, Training Techniques, Vocational Development

Identifiers—Mississippi

Due to recent industrial growth in Mississippi and the shortage of trained manpower in numerous occupations, start-up training programs have originated to provide a pretrained work force for new or expanding industry in the State. Each start-up training program is a joint effort between a new or expanding industry and a public educational institution that trains prospective company applicants for specific jobs prior to the start of plant operation. Some benefits are: higher standard of living for employees through better jobs, opportunity for prospective employees to explore new and different work before leaving present jobs, high percentage of job placement for employees, use of collective resources of total community, and the elevation of vocational-technical programs to a new level of importance. The guide outlines the steps in developing and accomplishing objectives for each individual program as: establishing rapport, identifying program objectives, specifying training methods/means, conducting the training, and evaluating the program. A complexity of the program is the large number of tasks to be completed in a relatively short period of time. Six industries using start-up training programs are described—areas of training, numbers of participants trained and placed, types of training aids, and unique features of training program. (EA)

**ED 098 376** CE 002 465  
**A Refresher Course for Registered Nurses: A Guide for Instructors and Students.**

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Report No.—DHEW-HRA-74-35

Pub Date [74]

Note—308p.; Developed under a National Institutes of Health contract by the Arizona State Nurses' Association

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

Descriptors—Adult Education, Autoinstructional Aids, Autoinstructional Programs, \*Course Content, \*Independent Study, \*Individualized Curriculum, Medical Education, \*Nurses, Nursing, Patients (Persons), \*Refresher Courses, Role Perception, Student Characteristics

Designed to help the inactive registered nurse, the Federally funded refresher course, developed by the Arizona State Nurses' Association, focuses on the review and updating of nursing knowledge and skills. The course uses a self-instructional, individualized learning process that can be applicable to as few as one or two students. The curriculum consists of 16 basic instructional modules organized in three groups: introduction, nursing role, and patient care. Optional modules included are: team leadership, pediatric nursing, maternity nursing, and psychiatric nursing. Part 2 is designed for the instructor and includes information about instructor role, student characteristics, and preliminary module descriptions. Part 3 consists of the syllabus of modules which provides module objectives, experiences (classroom, laboratory, and library), and proficiency ex-

periences (individual conferences with the instructor). Many of the modules include word lists for students to define; one module presents a case study, while another provides a chart of levels of behavior from prenatal to old age. The appendix includes a master list of instructional materials and examples of various forms, checklists, and guides. (EA)

**ED 098 377** CE 002 466  
**Industrial Arts in the Middle School.**

American Industrial Arts Association, Washington, D.C.

Pub Date 71

Note—19p.

Available from—American Industrial Arts Association, 1201 16th Street, N.W., Washington, D.C. 20036 (No price given)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Educational Equipment, Educational Facilities, \*Educational Objectives, Educational Philosophy, \*Guidelines, \*Industrial Arts, Industrial Arts Teachers, \*Instructional Programs, \*Middle Schools, Student Needs, Traditional Schools, Unified Studies Programs

The guidelines, resulting from a series of sessions held by the American Council of Industrial Arts Supervisors, were prepared to offer direction by describing educational specifications for industrial arts in the middle school. The middle school philosophy is child-centered and uses an individual approach to meet the unique needs of early adolescence. Within this framework, the industrial arts program is concerned with common learning needed by all persons to function effectively in our industrial-technological society and the development of attitudes, interests, abilities, and skills as well as occupational information. Some performance objectives include: management organization, social relations, problem solving, consumer knowledge, and safety practices. It is desirable that the program be co-educational with 100 percent participation. Facilities should stimulate learning and be adaptable for change. A suggested desirable class size is 16-20 or 18-22 students; a minimal program should provide two and one-half clock hours of weekly instruction for all students. A minimum of 75-100 square feet of open laboratory space per student is recommended by the council. Suggestions are offered for both unified arts patterns and traditional patterns of instruction. Tools should not be limited to hand tools. Teacher preparation considerations include background in general education and professional/subject competence. (EA)

**ED 098 378** CE 002 467  
**Lauda, Donald P., Ed.**

**Environmental Education: Role of Industrial Arts Education.**

American Industrial Arts Association, Washington, D.C.

Pub Date 73

Note—39p.

Available from—Executive Secretary, American Industrial Arts Association, 1201 16th Street, N.W., Washington, D.C. 20036 (No price given)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Careers, \*Ecology, Educational Needs, \*Environmental Education, Federal Aid, Financial Support, \*Industrial Arts, \*Industrial Technology, Interdisciplinary Approach, Resource Materials, Teacher Role, Values, \*Vocational Education Teachers

Identifiers—Environmental Awareness

The curriculum committee of the American Industrial Arts Association, recognizing the necessity for the involvement of industrial arts teachers in environmental awareness, prepared the publication to assist teachers in such topics as: rationale for study, careers, funding, and resource materials. An introductory article comments on environmental stewardship, the responsibilities of technology, and environmental education. The article on "Perspective" briefly reviews our technology, gives attention to viewing the environmental question as a total ecosystem with interrelated components and variables, and examines the role of industrial educators in changing values and environmental concern. The author of "A Rationale for Integrating Industrial Arts and Environmental Education" views industrial arts teachers as having a unique opportunity to integrate environmental sensitivity into

technology since technology will play a key role in solving pressing environmental problems. Another article focusing on "Rationale for Studying the Environment in Industrial Arts" conveys the concept of environmental education as an interdisciplinary, multidisciplinary approach with industrial arts dealing with the technological dimensions of environmental education. The concluding article reviews funding appropriated by the Environmental Education Act of 1970. Environmental careers are briefly surveyed, and a bibliography of environmental books is included. (EA)

**ED 098 379** CE 002 468

**Pilot Transition Courses for Complex Single-Engine and Light Twin-Engine Airplanes.**

Federal Aviation Administration (DOT), Washington, D.C.

Pub Date 74

Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.35)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Aircraft Pilots, \*Flight Training, \*Performance Specifications, \*Standards

This publication is intended for use by certificated airplane pilots and provides transitional knowledge and skills for more complex single-engine or light twin-engine airplanes. The training should be conducted by a competent flight instructor certified in the class of airplane and familiar with the make and model. A syllabus outline of ground and flight instruction and directed practice for checkouts is included for both types of airplanes. Checkout procedures and standards covered are: preflight examination, flight maneuvers and procedures (coordination and planning, ground pattern maneuvers, controllable and landing approach airspeeds, stalls, maximum performance operations, and control by flight instruments), use of radio/autopilot/special equipment, and emergencies (single-engine forced landings, multiengine engine-out emergencies, and pressurized airplane emergency descents). Samples are shown of flight instructor's certification, instructor's recommendation, and graduation certificate. (EA)

**ED 098 380** CE 002 469

**Patternmaker 3 and 2. Naval Training Command: Rate Training Manual.**

Naval Training Publications Detachment, Washington, D.C.

Report No.—NAVTRA-10578-C

Pub Date 73

Note—440p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0502-052-8910)

**EDRS Price MF-\$0.75 HC-\$21.00 PLUS**

#### POSTAGE

Descriptors—Blueprints, Construction (Process), \*Equipment Maintenance, Hand Tools, Independent Study, Maintenance, \*Manuals, \*Military Training, \*Patternmaking, \*Repair, Technical Mathematics, Woodworking

The rate training manual provides information related to the duties required to operate and maintain pattern shop equipment and the manufacture and maintenance of shipboard patterns. The manual covers the range of information expected of the patternmaker rating and is designed for independent study by the student, supplemented by other sources cited in the document. Chapters in the manual cover career preparations as a patternmaker, patternmaking and founding, handtools and woodworking machines, patternmaking structural materials, construction techniques, and shop mathematics. Also included are blueprints and layouts, pattern equipment, cores and core boxes, making and molding a simple parted pattern, constructing a cylindrical pattern and core box, and flanged fittings. Segmental and staved patterns and core boxes, patterns for composite castings, and an index conclude the manual. It is liberally illustrated with diagrams, photographs, and figures to aid the learner. (NH)

**ED 098 381** CE 002 470

**Crash Victim Extrication Training Course: Emergency Medical Technician; Course Coordinator's Guide.**

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Pub Date [74]

Note—44p.; For the course guide, see CE 002 471

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5003-00165, \$0.95)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Adult Education, Course Content, Course Objectives, \*Curriculum Guides, \*Emergency Squad Personnel, \*Health Occupations Education, Medical Assistants, \*Medical Education, Medical Services, \*Resource Units

The extrication course is part of a planned program of courses designed to upgrade the training of ambulance attendants in life-saving and life-sustaining techniques. Contents include objectives and scope; a course outline; comments on instructors, students, class size, training facilities; and wrecked vehicle sources, safety precautions, and security. Other topics are simulated casualties, material and equipment, and testing and grading students. Visual aids, texts, and supplementary references are listed. The major part of the document, designed as a course coordinator's guide, contains five lesson plans: Basic Considerations, to inform students of the purpose, scope, and requirements of the course; Removal Problems, to teach entry techniques, emergency medical care, stabilizing and securing techniques, and techniques of removing victim in different positions from the vehicle; Demonstration of Forcible Entry, Disentanglement, and Safety Techniques, to develop a basic understanding of how to evaluate situations, safety precautions, gaining access to the victim, and releasing the victim from entrapment; practice, to provide practice and skills training in entry, emergency medical care, disentanglement, and removal; and Conclusions, to evaluate the training course and give certificates and awards. (NH)

**ED 098 382** CE 002 471

**Crash Victim Extrication Training Course: Emergency Medical Technician; Course Guide.**

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Pub Date [74]

Note—66p.; For the course coordinator's guide, see CE 002 470

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5003-00164, \$1.15)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

Descriptors—Adult Education, Course Content, \*Curriculum Guides, \*Emergency Squad Personnel, \*Health Occupations Education, Medical Assistants, \*Medical Education, Medical Services, \*Resource Units

The goal of the National Highway Traffic Safety Administration Department of Transportation has been to upgrade and professionalize the ambulance field, enhance its life-sustaining quality, and encourage its establishment where it does not now exist. The course discusses purpose, mission, and duties of the emergency medical technician; leadership; and defines extrication with special attention to the classification of extrication equipment and the extrication system. The section on the accident scene covers events at the scene and phases of the extrication process, including such aspects as reporting and dispatching, emergency medical care, traffic control, disentanglement, and transportation to the ambulance. The major section, description and evaluation of extrication methods, provides a summary of functions for gaining access and disentanglement and emergency medical care procedures, including evaluation at the accident scene, bleeding control, significance of shock, and removal and transport of the victim to the ambulance. Support functions, a tabular summary of functional requirements, and references conclude the course guide. (NH)

**ED 098 383** CE 002 475

**Third Class Broadcast Operator Permit Study Guide.**

Federal Communications Commission, Washington, D.C.

Pub Date 74

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0400-00292, \$0.55)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Certification, Communications, Federal Legislation, \*Radio, Radio Technology, \*Study Guides, Telecommunication  
Identifiers—\*Radiotelephone Third Class Operator Permit

The study guide contains reference material necessary for the applicant preparing to take the Federal Communications Commission (FCC) examination for a Radiotelephone Third Class Operator Permit with the endorsement to operate certain AM and FM broadcast radio stations. To obtain a permit, the applicant must successfully complete examination elements 1 and 2. Operating privileges under this class license include operation of aeronautical land stations, marine coast stations, and some ship stations. To obtain operating privileges at broadcast stations, the applicant must also complete examination element 9. Element 1 consists of basic law. Provision of laws, treaties, and regulations with which every operator should be familiar are covered. Element 2 consists of basic operation practice. Radio operating procedures and practice generally followed or required in communicating means of radio telephone stations are discussed. Element 9 of the study guide contains paraphrased material based on the commission's rules and regulations and general information on broadcast operator duties. References are made to the rule sections, and the applicant should consult those sections for detailed information. Also appended are the six types of meters with which the operator should be familiar (volts, kilowatts, amperes, degrees, milliamperes, modulation). (BR)

**ED 098 384** CE 002 484

**Bowen, Howard R.**

**Marketable Skills for Youth.**

Pub Date 17 Apr 74

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Career Education, Disadvantaged Youth, \*Educational Philosophy, \*Educational Principles, \*General Education, Job Skills, Unemployment, \*Vocational Education

The proposition that "every young person should graduate from high school with a marketable skill" raises a number of significant issues. (1) Any prescription for "every" person is questionable. (2) Does the phrase "marketable skill" refer to a specialized skill or does it refer to the ability to fill a job? (3) If the definition of marketable skill applies to the ability to be productive in a job, then the most important qualities are the communication skills and personal traits derived from general education that produce fully-rounded human beings. (4) Increased vocational training of young people does not necessarily increase employment. (5) High schools are likely not to be very proficient at vocational education. (6) For students with capacity and motivation for general education, the cost of employability at age 18 would be a shortening or dilution of general education. (7) Much youth unemployment occurs among culturally handicapped youth with inadequate general education and vocational training; our problem is to raise their cultural level through a foundation of general education. (8) In conclusion, "every young person should be encouraged both before and after the age of 18 to acquire the traits that flow from a solid general education." (EA)

**ED 098 385** 95 CE 002 485

**Magios, Joel H.**

**A Model for Acquisition and Selection of Career Education Instructional Materials. Final Report.** New England Resource Center for Occupational Education, Newton, Mass.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—V257014

Pub Date 15 Jul 73

Grant—OEG-0-72-4840

Note—41p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—\*Career Education, Data Collection, Evaluation Methods, Information Needs, \*Instructional Materials, \*Media Selection, \*Models, Resource Materials, \*Selection, Tables (Data), Use Studies

The purpose of this project was to test the effect of an intensive acquisition effort in one region of the nation (Connecticut, Maine, New Hampshire, Rhode Island, and Vermont); and develop selection criteria, indexing strategies, and abstract formats congruent with user needs. The staff of The Center for Vocational and Technical Education (CVTE) was to develop the initial scope statement on which to base the acquisition of materials for the project. The New England Resource Center for Occupational Education (NERCOE) was subcontracted to develop a mailing list of potential sources of materials and was to create in cooperation with CVTE, acquisition announcements and request letters to 5,600 New England educators and various other sources. Further CVTE was to engage consultants to develop indexing strategies and abstract formats, and to establish a panel who would set up the criteria on which to base material selection for input into the ERIC system. Jointly CVTE and NERCOE were to prepare the required progress, interim, and final reports. The findings presented are based on data collected through (1) tabulation of document numbers, (2) questionnaire and telephone interviews, and (3) selection decision records. The conclusions and recommendations are presented in detail through tabulated charts and in the various materials appended. (Author/EP)

**ED 098 386** 95 **CE 002 486**  
**K-12 Course Goals in Health Education.**

Tri-County Goal Development Project, Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Board of Education, Salem; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 74

Note—314p.; For the remainder of the series, see CE 002 487-489

Available from—Commercial-Educational Distributing Services, P. O. Box 8723, Portland, Oregon 97208 (\$9.00)

Document Not Available from EDRS.

Descriptors—Basic Skills, Career Education, Concept Teaching, Course Content, \*Course Objectives, \*Curriculum Guides, Curriculum Planning, Daily Living Skills, Elementary Education, \*Health Education, \*Health Occupations Education, Interdisciplinary Approach, Job Skills, Junior High Schools, Program Guides, \*Program Planning, Secondary Education, Taxonomy, Teaching Guides

The document is comprised of a large collection of program and course goals developed by outstanding teachers, together with a taxonomy of health education (which serves as a table of contents and provides an overview of the topics in the subject area) and several indexes to which the course goals are coded for reference: health education program goals, career education program goals, and knowledge and process classifications. Printed in subject collections, the goals may also be grouped in and across subjects. A concept/value code provides further help in interdisciplinary planning. Concise statements of what students can know and do in the major content areas of health education and in the areas where health education relates to values education, basic education, and career education, the goals will require further development of specificity by the teacher to create instructional goals. Computerization is in process to permit retrieval by any of the codes; a measurement product is also under development. (Eleven additional collections of course goals and two introductory volumes are available from the source cited.) (AJ)

**ED 098 387** 95 **CE 002 487**  
**K-12 Course Goals in Business Education.**

Tri-County Goal Development Project, Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Board of Education, Salem; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 73

Note—297p.; For the remainder of the series, see CE 002 486-489

Available from—Commercial-Educational Distributing Services, P. O. Box 8723, Portland, Oregon 97208 (\$9.00)

Document Not Available from EDRS.

Descriptors—Basic Skills, \*Business Education, Career Education, Consumer Education,

Course Content, \*Course Objectives, \*Curriculum Guides, Curriculum Planning, Economic Education, Elementary Education, Interdisciplinary Approach, Job Skills, Junior High Schools, \*Office Occupations Education, Program Guides, \*Program Planning, Secondary Education, Taxonomy, Teaching Guides, Values

A collection of program and course goals in business education, developed by outstanding teachers using available models and guides, together with several indexes and a business education taxonomy which serves as a table of contents and provides an overview of the topics in the subject area, comprise the document. The goals state concisely what students can know and do in the major content areas of business education learning, and in the area in which business education relates to values education, basic education, and career education. The course goals are coded for reference to business education program goals, career education program goals, and knowledge and process classifications. Printed in subject collections, the goals may also be grouped in and across subjects. A concept/value code provides further help in interdisciplinary planning. It will be necessary for the teacher to develop goals at a further level of specificity before instructional goals have been created. A measurement product is under development, and computerization is in process to permit retrieval by any of the codes. (Eleven additional collections of course goals and two introductory volumes are also available from the source cited.) (AJ)

**ED 098 388** 95 **CE 002 488**  
**K-12 Course Goals in Industrial Education.**

Tri-County Goal Development Project, Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Board of Education, Salem; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 73

Note—228p.; For the remainder of the series, see CE 002 486-489

Available from—Commercial-Educational Distributing Services, P. O. Box 8723, Portland, Oregon 97208 (\$7.50)

Document Not Available from EDRS.

Descriptors—Basic Skills, Career Education, Concept Teaching, Course Content, \*Course Objectives, \*Curriculum Guides, Curriculum Planning, Elementary Education, \*Industrial Education, Interdisciplinary Approach, Junior High Schools, \*Process Education, Program Guides, \*Program Planning, Secondary Education, Taxonomy, Teaching Guides, Values

Outstanding teachers developed the collection of industrial education program and course goals contained in the document. Breaking from the traditional material orientation of industrial education, the authors developed a taxonomy of processes involved in the application of concepts. Although the collection provides concise statements of what students can know and do in the major content areas of industrial education, and in the areas where it relates to values education, basic education, and career education, it will be necessary for the teacher to develop goals to instructional specificity. The taxonomy serves as a table of contents and forms an overview of the topics in the subject area. The course goals are coded for reference to industrial education program goals, career education program goals, and knowledge and process classifications, which form three additional indexes to the course goals. Printed in subject collections, the goals may also be grouped in and across subjects. A concept/value code provides further help in interdisciplinary planning. Computerization is in process to permit retrieval by any of the codes; a measurement product is also under development. (Eleven additional collections of course goals and two introductory volumes are available from the source cited.) (AJ)

**ED 098 389** 95 **CE 002 489**  
**K-12 Course Goals in Home Economics.**

Tri-County Goal Development Project, Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Board of Education, Salem; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 73

Note—263p.; For the remainder of the series, see CE 002 486-488

Available from—Commercial-Educational Distributing Services, P. O. Box 8723, Portland, Oregon 97208 (\$8.25)

Document Not Available from EDRS.

Descriptors—Basic Skills, Career Education, Concept Teaching, Course Content, \*Course Objectives, \*Curriculum Guides, Curriculum Planning, Elementary Grades, Home Economics, \*Home Economics Education, Home Economics Skills, Humanistic Education, \*Interdisciplinary Approach, Intermediate Grades, Program Guides, \*Program Planning, Secondary Grades, Taxonomy, Teaching Guides, Values

A large number of home economics program and course goals developed by outstanding teachers using available models and guides is presented in the document. The collection contains concise statements of what students can know and can do in the major content areas of home economics learning, and in the areas in which home economics relates to values education, basic education, and career education. A home economics taxonomy found in the front pages of the book serves as a specific and detailed table of contents for the collection and forms a comprehensive overview of the topics in the subject area. Three additional indexes are offered for retrieving course goals: knowledge and process classifications; home economics program goals; and career education program goals. The goals, although printed in subject collections, may be related and grouped in and across subjects. Computerization of the goals is in process to permit retrieval by any of the codes, facilitating efficient interdisciplinary planning. A measurement product also under development is a set of test items related to each course goal. (Eleven additional collections of course goals and two introductory volumes are also available from the source cited.) (AJ)

**ED 098 390** **CE 002 490**

*Bull, A. J. U. Richardson, E.*

**A Study of the Relationship Between the Practice of Civil Engineering and Student Courses: Volume 1.**

Pub Date Jul 73

Note—359p.

**EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE**

Descriptors—\*Civil Engineering, Curriculum Development, \*Data Analysis, Data Collection, Educational Attitudes, Employment Qualifications, Engineering Technicians, \*Foreign Countries, Graduate Surveys, Post Secondary Education, Professional Education, Questionnaires, Student Attitudes, \*Surveys, \*Task Analysis, Technical Education, Training Techniques

Identifiers—\*Australia

Australian civil engineers were surveyed for a study intended to establish a model for development based on a list of the basic stock of knowledge and techniques that need to be mastered by the graduate civil engineer. Following a brief introduction and summary, chapters 3-7 review the survey objectives, civil engineering definitions and population, sample design and selection, instrument development and testing, and the processing of the questionnaire responses. Chapters 8-12 discuss results, curriculum development, professionalism, attitudes and opinions revealed by the survey about civil engineering training, and recommendations on survey technique, engineer training, technician training, future work, and broad and specific objectives. About one-half of the document consists of appendices, largely in table form, concerning aspects of the data derived from the Task Analysis Questionnaire used in the survey. Basic data concerning respondents are presented together with analyses of the following task categories: manual skills, economic/financial, communication/exchange of information, management and personnel matters, and technical matters. The training analysis and responsibility rating sections, job characteristics, and Foreman questionnaire are separately tabulated. The Task Analysis and Foreman's Questionnaires are included. (NH)

**ED 098 391** **CE 002 492**

**Schools Council Careers Education and Guidance Project. Progress Report 1971-72.**

Schools Council Careers Education and Guidance Project, Cambridge (England).

Pub Date 22 Nov 72

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Career Education, Course Descriptions, Curriculum, \*Foreign Countries, Guidance Programs, \*Instructional Materials, \*Program Planning, Secondary Education, \*Vocational Development  
Identifiers—\*Great Britain

Sponsored by the Schools Council (an independent national body responsible for curriculum and examinations), the project has been concerned with devising new materials in career education for pupils and teachers. The basic philosophy of careers education is a continuous process that actively involves students in discovering individual potentialities as well as the real world of work. It includes knowledge of basic employment facts, decision making skills, and the development of sufficient social competence. The materials will consist of: a foundation course for third year secondary education pupils, a continuation course for fourth and fifth year pupils, and a concluding course for sixth form pupils and students in further education. The foundation course has been divided into eight sections that correspond to issues of a newspaper which are used as starting points for lessons. Of the 180 schools in England, Wales, and Northern Ireland that are helping in the project, 30 schools are designated as pilot schools to be monitored by regular visits. The schedule for trial of continuation course materials is September 1973. The project encourages local units, involvement of teachers, and advisement from a consultative committee and advisory panel. (EA)

ED 098 392

CE 002 494

Chesher, Stephen R.

Analysis of Textbook Requirements for an Associate Degree Level Electronic Communications Course as Reported by Technology Teachers in the Field.

Pub Date Jun 74

Note—98p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

## POSTAGE

Descriptors—Communications, Educational Assessment, Electromechanical Technology, Higher Education, Post Secondary Education, Questionnaires, School Surveys, Tables (Data), \*Teacher Attitudes, \*Technical Education, \*Telecommunication, Textbook Evaluation, \*Textbook Research, Textbook Selection

The overall goal of the study was to determine if a new text in electronic communications should be written, and if so, the nature of its content, depth, and format. A review of current related studies and study objectives are presented. A questionnaire was mailed to 50 post secondary technical schools, with 40 responding. Seven major objectives along with significant findings are listed. Tables detailing the areas of agreement concerning desirable text topics, textbook treatments, and other research findings are included. The study determined that present textbooks in electronics communication were rated below average by 62 percent of the teachers surveyed and that teachers have been changing texts about every three full semesters. Strengths and weaknesses of current texts are discussed and recommendations concerning the format of a desirable new text suggested. The appendix includes the questionnaire, summary of the study, comments received on the questionnaire, and statistical computations and tabulations. (MW)

ED 098 393

95

CE 002 495

Adams, Kathleen C.

Right-To-Read for Adults. Final Report.

Monroe County Library System, Rochester, N.Y.  
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-0981-FR

Pub Date Mar 74

Grant—OEG-0-72-4604

Note—38p.; Some of the appendix material is marginally legible

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—\*Adult Basic Education, Adult Education, \*County Libraries, \*Functional Literacy, \*Interagency Cooperation, Library Cooperation, \*Library Extension, Library Programs, Program Descriptions, Program Effectiveness, Program Evaluation

Designed by the Monroe County Library System as a cooperative venture with Model Ci-

ties and the Adult Basic Education Department of the City School District of Rochester, New York, the project explored the feasibility of using socially oriented programs and area canvass by library aides to uncover communication needs and recruit enrollees for an area adult basic education program. Monroe County, New York, was estimated to have more than 20,000 functionally illiterate adults from divergent backgrounds. The report covers: recruitment and training of the library aides; development of the advisory task force, types of programs sponsored, evaluation methods, and a discussion of the difficulties inherent and experienced in a multiagency venture. Although funding by the Adult Basic Education unit became unavailable in the early stages, similar objectives of encouraging adult basic education participation in general and providing aid to such programs with library materials and support were devised. It was found that cooperative funding efforts require careful consideration, skillful coordination, and a maintenance of effort to insure maximum functioning. The most important development of the project was the continuing interaction between the library and the involved agencies. Three-fourths of the document consists of appendices of locally used promotional material. (EA)

ED 098 394

CE 002 496

Kidd, James Robbins

Tale of Three Cities: Elsinore—Montreal—Tokyo.

The Influence of Three UNESCO World Conferences upon the Development of Adult Education. Landmarks and New Horizons in Continuing Education Series No. 3.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Jul 74

Note—36p.

Available from—Syracuse University, Publications in Continuing Education, 224 Huntington Hall, 150 Marshall Street, Syracuse, New York 13210 (\$1.75, quantity discounts available)

Document Not Available from EDRS.

Descriptors—\*Adult Education, Adult Education Programs, Change Agents, \*Conferences, Educational Change, \*Educational Development, Educational History, Educational Trends, Foundations of Education, International Education, \*International Organizations, \*International Programs

Identifiers—UNESCO, World Conference on Adult Education

The three cities of Elsinore, Denmark; Montreal, Canada; and Tokyo, Japan share in common one event—they were the scenes successively in 1949, 1960, and 1972 of three World Conferences on Adult Education under UNESCO sponsorship. The 1949 Elsinore Conference, with representatives from 27 countries, focused on education for workers and for work, education for leisure, the aims of adult education, the role of universities, and international machinery to secure continued cooperation. The Montreal Conference in 1960 had a significantly broader international representation than the 1949 conference and dealt mainly with: the role and content of adult education, methods of adult education, and structure and organizations of adult education. This conference laid the foundations for a period of steady expansion of adult education around the world. The 1972 meetings in Tokyo, attended by representatives of 83 nations, lacked the excitement of the 1960 conference but reflected the success of the adult education concept. Conference resolutions included plans for national and international action and many comprehensive resolutions based on the knowledge of cooperation and growth that has come to pass. (MW)

ED 098 395

CE 002 498

Michelotti, Kopp

Multiple Jobholding in 1972 and 1973. Special Labor Force Report No. 166.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Special-Labor-Force-166

Pub Date 74

Note—32p.; The information in this document was summarized in a previous document available as ED 085 576; The tables are in very small type and may not reproduce well

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—\*Employment, \*Employment Patterns, \*Employment Statistics, Jobs, Labor Force, Labor Supply, \*Multiple Employment, Occupational Surveys, Racial Differences, Seasonal Employment, Sex Differences, \*Tables (Data)

Nearly 4.3 million workers held two jobs or more at the same time in May 1973, representing 5.1 percent of employed persons. After a 1972 decline, 1973 saw an increase of 500,000 more moonlighters. Four-fifths of all moonlighters were men. The difference between the multiple jobholding rates of Negro and of white workers was not statistically significant. Men whose primary jobs were as teachers below the college level or as protective service workers had the highest moonlighting rates. Men who were postal workers on their first jobs also had a high multiple jobholding rate. Most male multiple jobholders held a full-time job while working at a second job, but female moonlighters were about equally divided between those who had two part-time jobs and those who had a full-time and a part-time job. A major part of the document is devoted to supplementary tables. (MW)

ED 098 396

CE 002 499

Spaeth, William C., Jr.

Labor Effort Disincentives of Negative Income Taxation. Final Report.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 17 Apr 74

Note—165p.; Ph.D. Dissertation, Boston College

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

## POSTAGE

Descriptors—Economic Factors, \*Economic Research, \*Employment Projections, Employment Statistics, Federal Government, \*Income, \*Labor Economics, Manpower Utilization, Motivation, Policy, Productivity, Statistical Data, Tables (Data), Tax Allocation, \*Taxes, Tax Rates, Unemployment

Identifiers—Labor Disincentives, Manpower Research, Negative Income Tax

The study attempts to determine what labor effort disincentives, if any, will result from the introduction of a negative income tax plan into the fiscal structure of the U. S. The study's conclusions are: disincentives appear to be associated with negative income taxation, and these disincentives depend on whether the worker is in the manufacturing or nonmanufacturing industries. And, the disincentive effect for any group of workers is extremely sensitive to the employment opportunities of that group. That is, the groups of workers which should be least influenced by the aggregate employment opportunities show a small response to the proxy used, and the groups of workers which are subject to a wide variation of employment opportunities show no disincentive because their reactions to the tight labor market of 1966 greatly outweigh any disincentives from the proxy. The policy implications would be that, while it is likely workers will exhibit disincentive tendencies under a negative income tax scheme, these tendencies will be greatly outweighed by conditions in the aggregate labor market. In the appendix a complete listing of the regression results is presented for the various subgroups. A four-page bibliography concludes the document. (Author/MW)

ED 098 397

CE 002 501

Thomas, John C.

Safety in Trade and Industrial and Technical Education.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jan 74

Note—54p.

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

## POSTAGE

Descriptors—\*Accident Prevention, Audiovisual Aids, \*Bibliographies, Curriculum Development, Educational Resources, Fire Protection, Industrial Arts, Instructional Aids, \*Resource Guides, Resource Materials, Safety, \*Safety Education, Secondary Education, Teaching

### Methods, Technical Education, \*Trade and Industrial Education Identifiers—Kentucky

Intended to serve as a resource guide to assist trade, industrial, and technical teachers in maintaining an effective and efficient safety program, the document does not contain information concerning the many specific operations of the various trades. The materials serve as a background for teachers as they develop their own units of instruction on safety. The first section deals with shop and lab safety, presenting specific information related to industrial color coding, fire safety and fire extinguishers, and electrical safety. Safety responsibilities are outlined as they relate to administrators, teachers, and students. Included are a description of safety inspections, sample accident report forms, a list of instructional techniques, and a section on teacher liability. Safety resource listings make up the body of the document, offering a 25-page bibliography of articles, books, catalogs, documents, films, and other instructional aids. A list of addresses of producers and publishers concludes the resource guide. (MW)

ED 098 398 CE 002 502

Thomas, John C.

#### Drilling Machines: Vocational Machine Shop.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Pub Date Feb 74

Note—71p.

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Curriculum Guides, Industrial Arts, Instructional Materials, Job Training, Lesson Plans, Machine Tool Operators, \*Machine Tools, \*Metal Working Occupations, Secondary Education, \*Shop Curriculum, Skill Development, \*Trade and Industrial Education, Vocational Education  
Identifiers—Drilling, Kentucky

The lessons and supportive information in this field tested instructional block provide a guide for teachers in developing a machine shop course of study in drilling. The document is comprised of operation sheets, information sheets, and transparency masters for 23 lessons. Each lesson plan includes a performance objective, material and tools, teaching aids, suggested references and an information outline. Student performance objectives include: (1) drill holes in different types of metals, using correct feeds and speeds, (2) make set-ups for drilling flat stock, round stock, sheet metal, and irregular shapes, using the proper work holding devices, (3) change the holding capacity of the drill press spindle, using sockets, sleeves, and chucks, (4) drill holes of predetermined depths, using the drill press stops, (5) countersink, counterbore, and spot face drilled holes, using the proper tool, (6) drill undersize holes and enlarge them, using reamers, (7) tap holes, using taps and tapping attachment, and (8) lap holes, using lap tools. A list of manufacturers of drills and reamers and a bibliography conclude the curriculum guide. (MW)

ED 098 399 CE 002 504

Durbin, Agnes Sutton, Rosemary

#### Bachelor Living. Curriculum Guide for Consumer and Homemaking Education.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 74

Note—325p.

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$6.50)

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—Audiovisual Aids, Behavioral Objectives, Classroom Materials, Consumer Economics, \*Consumer Education, Course Content, Course Descriptions, \*Curriculum Guides, Family Life Education, Home Economics, Home Economics Education, Homemaking Education, \*Home Management, Junior High Schools, \*Males, \*Resource

### Guides, Resource Materials, Secondary Education Identifiers—Kentucky

Aimed at teaching young men some of the skills they will need in "home management" whether they live as bachelors or husbands, the course is intended for use at the junior high or senior high grade level. The curriculum guide is offered as a planning and teaching aid. Supporting concepts, objectives, and student performance objectives are stated for each unit, and the material is presented in outline form and organized according to content and generalizations, teaching strategies, learning, evaluating experiences, and corresponding resources. Some of the topics treated in the course are: social development, family, career development, clothing selection, nutrition, management for food preparation, child development, the role of the consumer, banking, credit, financial security, and the responsibilities of and factors influencing home selection and management. Suggested resource materials are varied and conveniently correlated to the topic being taught. Classroom materials include games, self-evaluation checklists, overhead transparencies, case studies, sample tests and forms, puzzles, and a play script. A list of books, booklets and pamphlets, case studies, charts, films, filmstrips, kits, periodicals, posters, slides, teaching guides and units, and transparency masters is offered. A list of publishers addresses concludes the guide. (MW)

ED 098 400 CE 002 505

Taylor, Martha Toadvine, Rebecca

#### Family Living. Curriculum Guide for Consumer and Homemaking Education.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 74

Note—329p.

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$7.50)

EDRS Price MF-\$0.75 HC-\$16.20 PLUS POSTAGE

Descriptors—Behavioral Objectives, Classroom Materials, \*Consumer Education, Course Content, Course Descriptions, \*Curriculum Guides, \*Family (Sociological Unit), Family Life, \*Family Life Education, Family Management, Family Relationship, Home Economics, Homemaking Education, Instructional Materials, Interpersonal Relationship, Parenthood Education, Personal Values, \*Resource Guides, Resource Materials, Secondary Education  
Identifiers—Kentucky

Helping students take a look at what the traditional family provides—necessities, protection, affection, security, transmission of values and culture, and a setting for socialization—is relevant in today's curriculum. Developed to be used at the senior high school level, the curriculum guide offers a course outline emphasizing 11 major concepts: (1) the individual in the family, (2) the role of the family, (3) the family as managers, (4) the family as consumers, (5) preparation for marriage, (6) children in the family, (7) food for the family, (8) clothing for the family, (9) housing for the family, (10) family transportation, and (11) job and career opportunities related to family living. Supporting concepts and performance objectives are stated. The material is organized according to content and generalizations, teaching strategies, learning, evaluating experiences, and corresponding resources. Classroom materials in the appendix include personal evaluation forms and checklists, a forced choice values test, charts, fact sheets, sample forms and questionnaires, a play script, puzzles, games, and transparency masters. Concluding the guide is a list of related books, booklets and pamphlets, films, filmstrips, charts, kits, periodicals, programmed learning materials, tapes, and transparencies. Sources are listed for all items cited. (MW)

ED 098 401 CE 002 506

O'Brien, Ralph D.

#### Orientation: Automotive Mechanics Instructional Program. Block 1.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 73

Note—57p.; For other curriculum guides in the series, see CE 002 507-511

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Equipment, Hand Tools, Industrial Arts, Instructional Materials, \*Maintenance, \*Orientation, Post Secondary Education, Resource Materials, Secondary Education, Skilled Occupations, \*Trade and Industrial Education, Vocational Education  
Identifiers—Kentucky

The first six instructional blocks in automotive mechanics, the lessons and supportive information in the document provide a guide for teachers in planning an instructional program in the basic theory and practice of a beginning course at the secondary and post-secondary level. The material, as organized, is a suggested sequence of instruction within each block. Each lesson is stated in terms of a specific teaching objective, teaching aids, references, and an outline of information. Upon completion of the 20 lessons in the introductory block, students will be able to: (1) examine the field of occupations within the mechanic service industry, (2) recognize the scope of the automotive industry as a major socio-economic factor in our lives, (3) plan a tentative schedule of study, based on the available curriculum, (4) function within the established school and program organization, and (5) define and perform essential services classified as general vehicle maintenance. Included with the course outline are transparency masters and a reference guide listing related books, texts, and other publications. (MW)

ED 098 402 CE 002 507

O'Brien, Ralph D.

#### Engine Fundamentals: Automotive Mechanics Instructional Program. Block 2.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 73

Note—115p.; For other curriculum guides in the series, see CE 002 506-511

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$3.50)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Engines, Industrial Arts, Instructional Materials, Job Skills, Lubricants, \*Mechanics (Process), Post Secondary Education, Resource Materials, Secondary Education, Skilled Occupations, \*Trade and Industrial Education, Vocational Education  
Identifiers—Kentucky

The second of six instructional blocks in automotive mechanics, the lessons and supportive information in the document provide a guide for teachers in planning an instructional program in engine fundamentals at the secondary and post-secondary level. The material, as organized, is a suggested sequence of instruction within each block. Each lesson is stated in terms of a specific teaching objective, teaching aids, references, and an outline of information. Upon successful completion of the 49 lessons, students will be able to: (1) describe the principle of converting fuel and heat to mechanical energy, (2) identify the basic types of power units used for motor vehicles, (3) briefly outline the historical development of the internal combustion piston engine and explain its operating principles, (4) describe and relate the systems, parts, components, and mechanisms essential to the mechanical operation of modern piston engines, (5) disassemble, examine, measure, adjust, align,

refit, machine, and reassemble components and mechanisms from practice engines, and (6) describe the purpose and functions of modern engine lubricating systems and relate the use of modern lubricants. Included with the course outline are transparency masters and a reference guide listing related books, texts, and other publications. (MW)

**ED 098 403** CE 002 508

O'Brien, Ralph D.

**Automotive Electricity: Automotive Mechanics Instructional Program. Block 3.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 73

Note—102p.; For other curriculum guides in the series, see CE 002 506-511

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$3.00)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

#### POSTAGE

**Descriptors**—\*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Electrical Systems, \*Electromechanical Technology, Engines, Industrial Arts, Instructional Materials, Job Skills, Mechanics (Process), Motor Vehicles, Post Secondary Education, Resource Materials, Secondary Education, Skilled Occupations, \*Trade and Industrial Education, Vocational Education Identifiers—Kentucky, Magnetism

The third of six instructional blocks in automotive mechanics, the lessons and supportive information in the document provide a guide for teachers in planning an instructional program in automotive electricity at the secondary and post secondary level. The material, as organized, is a suggested sequence of instruction within each block. Each lesson is stated in terms of a specific teaching objective, teaching aids, references, and an outline of information. Upon successful completion of the 40 lessons in the block of work, students will be able to: (1) define the basic principles necessary to develop a working knowledge of electricity and magnetism and their uses; (2) describe basically the principles, types of circuits, symbols, and devices that are somewhat unique to vehicle systems; (3) develop skills such as measuring; (4) define the principle of specific gravity and describe the construction and functioning of the storage battery; and (5) analyze the performance and condition of the storage battery and apply techniques of proper maintenance. Included with the course outline are transparency masters and a reference guide listing related books, texts, and other publications. (MW)

**ED 098 404** CE 002 509

O'Brien, Ralph D.

**Fuel System: Automotive Mechanics Instructional Program. Block 4.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 73

Note—140p.; For other curriculum guides in the series, see CE 002 506-511

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$4.00)

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS**

#### POSTAGE

**Descriptors**—\*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, Engines, Exhausting, \*Fuels, Industrial Arts, Instructional Materials, Job Skills, Mechanics (Process), \*Motor Vehicles, Post Secondary Education, Resource Materials, Secondary Education, Skilled Occupations, \*Trade and Industrial Education, Vocational Education Identifiers—Kentucky

The fourth of six instructional blocks in automotive mechanics, the lessons and supportive information in the document provide a guide for

teachers in planning an instructional program in automotive fuel systems at the secondary and post secondary level. The material, as organized, is a suggested sequence of instruction within each block. Each lesson is stated in terms of a specific teaching objective, teaching aids, references, and an outline of information. Upon completion of the 58 lessons in this block of work, students will be able to: (1) describe the processes of producing and adapting gasoline as a modern automotive fuel and relate the technology required for its efficient utilization, (2) identify the major components of typical automotive fuel systems and exhaust systems, (3) relate the functional significance of the components to the operation of the total system, (4) analyze the condition and performance of the components to determine their functional effect within standardized specifications and legal requirements, and (5) correct diagnosed malfunctions by proper adjustment and necessary repair and replacements. Included with the course outline are transparency masters and a reference guide listing related books, texts, and other publications. (MW)

**ED 098 405** CE 002 510

O'Brien, Ralph D.

**Tune Up: Automotive Mechanics Instructional Program. Block 5.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 73

Note—68p.; For other curriculum guides in the series, see CE 002 506-511

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.50)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

**Descriptors**—\*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Engines, Industrial Arts, Instructional Materials, Job Skills, \*Maintenance, Mechanics (Process), Motor Vehicles, Post Secondary Education, Repair, Resource Materials, Secondary Education, Skilled Occupations, \*Trade and Industrial Education, Vocational Education Identifiers—Kentucky, \*Tune Up Specialists

The fifth of six instructional blocks in automotive mechanics, the lessons and supportive information in the document provide a guide for teachers in planning an instructional program in automotive tune-ups at the secondary and post secondary level. The material, as organized, is a suggested sequence of instruction within each block. Each lesson is stated in terms of a specific teaching objective, teaching aids, references, and an outline of information. Upon successful completion of the 30 lessons in the block of work, students will be able to: (1) generally define the occupational responsibilities of the tune-up specialist, (2) identify the systems requiring services recognized by automotive repairmen as being in the tune-up category, (3) define specifically the dependent and independent functions of these systems as they relate to overall vehicle performance, (4) analyze the performance of the systems and individual components to determine their functional effect within standardized specifications, and (5) correct diagnosed malfunctions by proper adjustment and necessary repairs or replacements. Included with the course outline are transparency masters and a reference guide listing related books, texts, and other publications. (MW)

**ED 098 406** CE 002 511

O'Brien, Ralph D.

**Cooling System: Automotive Mechanics Instructional Program. Block 6.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 73

Note—59p.; For other curriculum guides in the series, see CE 002 506-510

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

**Descriptors**—\*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Course Content, Course Descriptions, \*Curriculum Guides, \*Engines, Industrial Arts, Instructional Materials, Job Skills, Maintenance, Mechanics (Process), Post Secondary Education, Repair, Resource Materials, Secondary Education, Skilled Occupations, \*Temperature, \*Trade and Industrial Education, Vocational Education Identifiers—Automotive Cooling Systems, Kentucky

The last of six instructional blocks in automotive mechanics, the lessons and supportive information in the document provide a guide for teachers in planning an instructional program in the automotive cooling system at the secondary and post secondary level. The material, as organized, is a suggested sequence of instruction within each block. Each lesson is stated in terms of a specific teaching objective, teaching aids, references, and an outline of information. Upon successful completion of the 29 lessons in the block of work, students will be able to: (1) identify the major components of typical automotive engine cooling systems, (2) relate the functional significance of the components to the operation of the total system, (3) recognize common malfunctions of the cooling system. Included with the course outline are transparency masters and reference guide listing related books, texts, and other publications. (MW)

**ED 098 407** CE 002 512

Vantreese, Tom

**Resource Art for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Pub Date Jul 74

Note—104p.

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$5.00)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

#### POSTAGE

**Descriptors**—\*Art Materials, Career Education, \*Classroom Materials, Elementary Education, Illustrations, Instructional Aids, Instructional Materials, Job Skills, \*Resource Materials, Secondary Education, Transparencies, \*Visual Aids Identifiers—Kentucky

The instructional materials included in the document consist of 100 black and white ink drawings to be used as visual aids in the classroom. Designed primarily as overhead transparency masters, they may also be adapted for use as 35mm slides, in newsletters, student handouts, and as bulletin board materials. Most are ready to use; others incorporate large areas of white space and may be altered with a minimum amount of effort to suit the needs of the individual. The subject matter of the illustrations is varied; many are multipurpose and a suitable background for any educational message. Career education, job skills, interpersonal relationships, vocational education, and consumer education are some of the topics dealt with in other illustrations. (MW)

**ED 098 408** 95 CE 002 513

Kennedy, Elsie

**Comprehensive Career Education. School Administrator's Guide.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Aug 74

Grant—OEG-0-72-4683

Note—32p.; For other materials in the series, see CE 002 514-517

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

**Descriptors**—\*Administrator Guides, Career Awareness, \*Career Education, \*Curriculum Development, Educational Development, Educational Needs, Educational Objectives, Elementary Education, Formative Evaluation, Ju-

nior High Schools, \*Program Development, Program Planning, \*Relevance (Education), Secondary Education, State Programs  
Identifiers—Kentucky

The first of five documents developed as an outgrowth of funded programs for career education in Kentucky, the school administrator's guide offers an overview of career education covering goals, curriculum relevancy, components, roles, and stages of development. Some basic conceptual components proposed are: (1) self-awareness, (2) career awareness, (3) appreciations and attitudes, (4) economic awareness, (5) skill awareness and beginning competence, (6) decision-making, (7) employability skills, and (8) educational awareness. A holistic approach to the education of youth is suggested, integrating the home, school, and community into a total educational effort as a major goal of career education. The responsibilities of all members of the educational team from the board of education to the guidance counselor are described to insure cohesiveness in the step-by-step process of career development. In conclusion, the three phases of career education are defined: (1) the awareness phase in grades K-6, (2) the exploration phase at the junior high level, and (3) the preparation phase at the high school level. (MW)

ED 098 409 95 CE 002 514

Kennedy, Elsie  
Implementing Career Education: Procedures and Techniques.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Aug 74

Grant—OEG-0-72-4683

Note—39p.; For other materials in the series, see CE 002 513-517

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrative Personnel, \*Administrator Guides, Career Awareness, \*Career Education, Change Agents, \*Change Strategies, Community Resources, \*Curriculum Development, Educational Responsibility, Educational Strategies, Formative Evaluation, \*Program Administration, Program Planning, School Community Relationship, State Programs  
Identifiers—Kentucky

The second of five documents developed as an outgrowth of funded programs for career education in Kentucky, the booklet offers practical help in implementing career education into a school system. It deals with the broader concepts permeating career education on a nationwide level and those having grown out of the practical experience of developing new State programs. As primary change agents, administrators can set up pilot projects, establish good public relations, analyze the present system and channel responsibilities in the implementation process. The roles of the superintendent, the supervisor, the principal, the guidance counselor, and the teacher are clearly defined. Community resources lie in four basic areas: (1) the home, (2) business and labor, (3) elected officials and public agencies, and (4) school personnel. Steps in utilizing these resources are enumerated and personnel development discussed. Strategies for curriculum development include the following approaches: (1) the career implications of the subject matter, (2) isolated activities approach, (3) unit approach, and (4) integrated activities. Two sample approaches to career education curriculum unit writing and a project evaluation conclude the document. (MW)

ED 098 410 95 CE 002 515

Kennedy, Elsie

Career Awareness: Suggestions for Teachers.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Aug 74

Grant—OEG-0-72-4683

Note—104p.; For other materials in the series, see CE 002 513-517

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$3.50)

EDRS Price MF-\$0.75 HC-\$3.40 PLUS POSTAGE

Descriptors—Career Awareness, \*Career Education, Course Organization, \*Curriculum Development, Curriculum Planning, \*Educational Strategies, \*Elementary Education, Instructional Aids, Integrated Curriculum, Occupational Clusters, Teacher Developed Materials, Teaching Guides, Teaching Techniques, \*Unit Plan  
Identifiers—Kentucky

The third of five documents developed as an outgrowth of funded programs for career education in Kentucky, the handbook for elementary teachers involved in career education includes an overview, strategies for teaching, and sample units and plans for grades K-6. It is not a curriculum guide or comprehensive outline but an aid to teachers not familiar with career education concepts who wish to develop their own resources. The 15 occupational clusters are listed and broadly defined. Elaborating on the concept of career awareness at the elementary level, teaching strategies are outlined: (1) the interview, (2) research, (3) class meetings, (4) field trips, and (5) the use of specialists. A typical form for unit planning introduces a 65-page section offering teacher-developed sample units and plans for each grade level. Each unit plan outlines general and behavioral objectives, job listings, initial activities, discussions, research, interviews, vocabulary, curriculum integration, simulation, hands-on, culminating activities, and evaluation techniques. (MW)

ED 098 411 95 CE 002 516

Kennedy, Elsie

Career Exploration: Suggestions for Teachers.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Aug 74

Grant—OEG-0-72-4683

Note—92p.; For other materials in the series, see CE 002 513-517

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$3.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Career Awareness, \*Career Education, Course Organization, \*Curriculum Development, Curriculum Planning, \*Educational Strategies, Guidelines, Instructional Aids, Integrated Curriculum, \*Junior High Schools, Occupational Clusters, Teacher Developed Materials, Teaching Guides, Teaching Techniques, \*Unit Plan  
Identifiers—Kentucky

The fourth of five documents developed as an outgrowth of funded programs for career education in Kentucky, the handbook for junior high school teachers involved in career education includes an overview, strategy for curriculum development, strategy for teaching, and sample units and plans. It is not a curriculum guide or comprehensive outline but rather practical suggestions for the classroom teacher. The 15 occupational clusters are listed and broadly defined. Elaborating on the career exploration stage of career development, applications in junior high school subject areas are touched on and the following teaching strategies outlined: (1) the interview, (2) research, (3) class meetings, (4) field trips, and (5) the use of specialists. A form is offered to assist in unit planning and examples of teacher developed units demonstrate an approach to integrating career education and the academic areas of mathematics, sociology, English, fine arts and humanities, social studies, and geography. (MW)

ED 098 412 95 CE 002 517

Kennedy, Elsie

Career Preparation: Suggestions for Teachers.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Aug 74

Grant—OEG-0-72-4683

Note—46p.; For other materials in the series, see CE 002 513-516

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Career Awareness, Career Choice, \*Career Education, Course Organization, \*Curriculum Development, Curriculum Planning, \*Educational Methods, \*Educational Strategies, Guidelines, Instructional Aids, Integrated Curriculum, Occupational Clusters, \*Secondary Education, Teaching Guides, Teaching Techniques, Unit Plan  
Identifiers—Kentucky

The last of five documents developed as an outgrowth of funded programs for career education in Kentucky, the handbook for high school teachers involved in career education includes an overview, strategy for curriculum development, strategies for teaching, and sample units and plans. It is not a curriculum guide or comprehensive outline but rather practical suggestions for the classroom teacher. The 15 occupational clusters are listed and broadly defined. Elaborating on the preparation stage of career development and the integration of subject matter areas and career education at the high school level, the following teaching techniques are outlined: (1) the interview, (2) research, (3) class meetings, (4) field trips, and (5) the use of specialists. Guidelines to assist the teacher in unit planning deal with content development, resources, student performance, and student evaluation. Six facets of unit design for all grade levels are presented: (1) visibility, (2) the person as a resource, (3) academic values, (4) classroom management, (5) parent communication, and (6) the finished product. Occupations related to interest and ability in certain subject areas are listed. Concluding the document are two sample units that illustrate the proposed methodology. (MW)

ED 098 413 95 CE 002 518

Keeton, Martha And Others

Exploring Careers in Communication and Media: A Guide for Teachers.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—137p.; For other guides in the series, see CE 002 518-27, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$4.00)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Audiovisual Aids, Behavioral Objectives, \*Career Education, \*Communications, \*Curriculum Guides, Curriculum Planning, Employment Opportunities, Integrated Curriculum, \*Junior High Schools, Mass Media, Occupational Clusters, Occupational Information, Publishing Industry, Resource Guides, \*Resource Materials, Teaching Guides, Unit Plan, Vocational Development  
Identifiers—Career Exploration, Kentucky

One of 11 guides which can be used as a resource for teachers in implementing the exploration phase of career education in the middle/junior high school, the guide is not intended as an exhaustive in-depth study of the communications and media field. It serves rather as an indication of directions a classroom teacher might take in introducing the communications area. It identifies the job families within the communications cluster and occupations within each family. The guide is divided into five units dealing with: (1) an introduction to occupations in general, (2) a definition of the communication and media cluster, (3) an exploration of the cluster, (4) the

educational opportunities of the cluster, and (5) an evaluation of self in relation to a career in communication and media. Each unit is headed by the unit purpose, followed by performance objectives related to the unit purpose. Each objective is then developed suggesting content, teaching-learning activities, evaluation, and resources. Related instructional materials, including transparency masters are provided. The appendix offers a list of publishers and addresses, job families and occupational listings, and a bibliography of free and inexpensive materials. (MW)

ED 098 414 95 CE 002 519

Thomas, John C.

**Exploring Careers in Construction: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—257p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$6.00)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Audiovisual Aids, Behavioral Objectives, Building Trades, \*Career Education, \*Construction Industry, \*Curriculum Guides, Curriculum Planning, Employment Opportunities, Instructional Materials, Integrated Curriculum, \*Junior High Schools, Occupational Clusters, Occupational Information, Resource Guides, \*Resource Materials, Skilled Occupations, Teaching Guides, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides which can be used as a resource for junior high school teachers in implementing the exploration phase of career education, the guide allows students an opportunity to learn about the construction cluster and their own personal aptitudes and attitudes. The first unit of the guide provides an overview of the construction industry, trends and outlooks, training opportunities, and organized labor. The remaining six units deal with six job classifications within the construction industry: design and planning, carpentry, masonry, electricity, metal, and finishing. The guide contains units on each of these areas along with suggestions for teaching them in the laboratory situation. Each unit specifies a unit purpose and performance objectives and includes: (1) a brief description of unit content, (2) teaching-learning activities, (3) evaluation techniques, and (4) suggested resources. Related instructional materials include reference lists, audiovisual aids, charts, transparency masters, diagrams, and forms. The appendix offers planning and evaluation materials, a dictionary of occupational titles, training for construction jobs, resource utilization, and addresses of publishers and distributors. (MW)

ED 098 415 95 CE 002 520

Hill, Joy

**Exploring Careers in the World of Health: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—254p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$6.00)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Audiovisual Aids, Behavioral Objectives, \*Career Education, \*Curriculum Guides, Curriculum Planning, Employment Opportunities, \*Health Occupations, Health Occupations Education, Instructional Materials, Integrated

Curriculum, \*Junior High Schools, Occupational Clusters, Occupational Information, Paramedical Occupations, Resource Guides, \*Resource Materials, Teaching Guides, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides which can be used as a resource for junior high school teachers in implementing the exploration phase of career education, the primary focus of the guide is on the relationship of the health industry to the community and individual, the professions and occupations found in the industry and the many directions which a person with a health career may take. The following career paths are explored: (1) health protection, (2) the support, maintenance, and restoration of health, (3) health education and research, (4) communications, and (5) production and distribution. Each unit specifies a unit purpose and performance objectives and includes: (1) a brief description of unit content, (2) teaching-learning activities, (3) evaluation techniques, and (4) suggested resources. A sample list of health occupations is included for each unit. Related instructional materials include plays, charts, transparency masters, forms, puzzles, and other classroom materials integrating academic areas and health occupations. Two sample six to nine week "mini" courses, student self-evaluation materials, preparation questions for resource persons, and a list of sources are provided in the appendix. (MW)

ED 098 416 95 CE 002 521

Kennedy, Elsie

**Exploring Careers in Fine Arts and Humanities: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—293p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$7.00)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Art, \*Career Education, \*Curriculum Guides, Curriculum Planning, Dance, Employment Opportunities, \*Fine Arts, \*Humanities, Instructional Materials, Integrated Curriculum, \*Junior High Schools, Music, Occupational Information, Reference Materials, Resource Guides, Teaching Guides, Theater Arts, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides designed for junior high school teachers who wish to develop their own materials related to the fine arts and humanities area of career education, the primary focus is on identifying the components within each segment of the arts and humanities and the career areas within each segment. The fine arts are divided into art, music, dance, drama, and literature, then subdivided into career areas within each discipline. In art, the areas are painting, drawing, sculpture, graphics, design, ceramics, jewelry, textiles, art education, architecture, art history, and commercial art. The area of music is subdivided into vocal and instrumental categories and the dance area covers classic, popular, folk, and dance instruction. The drama field includes stage production and other entertainment media. The field of literature explores writing careers and supporting activities. Each unit specifies a unit purpose and performance objectives and includes: (1) a brief description of unit content, (2) teaching-learning activities, (3) evaluation techniques, and (4) suggested resources. Each unit specifies supportive instructional materials including transparency masters, reference lists, and other suggested activities. Addresses of publishers are provided in the appendix. (MW)

ED 098 417 95 CE 002 522

Threlkeld, Joyce C.

**Exploring Careers in Consumer Homemaking and Related Occupations: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—282p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$6.00)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Career Education, Consumer Economics, Consumer Education, \*Curriculum Guides, Curriculum Planning, Employment Opportunities, Home Economics Education, \*Homemaking Education, Home Management, Instructional Materials, Integrated Curriculum, \*Junior High Schools, Occupational Clusters, \*Occupational Home Economics, Occupational Information, Resource Materials, Teaching Guides, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides intended for use at the junior high school level of career exploration, the primary focus of the teacher's guide is on consumer homemaking and the related occupational cluster. Unit one offers an overview of the consumer homemaking field and unit two deals with student self-evaluation. Units three through six investigate four occupational areas: (1) clothing, textiles, and fashion, (2) family and child development, (3) food and nutrition, and (4) housing and home management. Each unit specifies a unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials accompany each unit and include reference lists, transparency masters, sample forms, questionnaires, tests, puzzles, charts and games. The appendix provides additional supportive activities and materials as well as a list of publishers addresses. (MW)

ED 098 418 95 CE 002 523

Martin, Herbert O'Brien, Ralph

**Exploring Careers in Transportation: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—253p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Educational Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$6.00)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Career Education, \*Curriculum Guides, Curriculum Planning, Delivery Systems, Employment Opportunities, Instructional Materials, Integrated Curriculum, Job Skills, \*Junior High Schools, Occupational Clusters, Occupational Information, \*Resource Materials, Teaching Guides, \*Transportation, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides intended for use at the junior high school level of career exploration, the primary focus of the teacher's guide is on the many occupational opportunities within the transportation cluster. Four occupational clusters are treated: (1) land transportation, (2) water transportation, (3) air and space transportation, and (4) conveyance transportation. The guide offers: (1) a broad listing of occupational opportunities, (2) information needed to understand the work area, (3) instruction in recognizing economic trends, and (4) specific job descriptions. Job analyses include physical skills, health hazards, job locations, licensing requirements, training, age requirement, wages, educational requirements, working conditions, and advancements. Each unit specifies a unit purpose and objectives and includes an outline of unit, teaching-learning activities, evaluation techniques, and suggested

resources. Related instructional materials accompany each unit and include reference lists, transparency masters, and other instructional materials. The appendix lists publishers addresses. (MW)

ED 098 419 95 CE 002 524

*Carpenter, Bruce*  
**Exploring Careers in Agribusiness: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—200p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$5.00)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Agribusiness, Agricultural Education, \*Agricultural Occupations, Audiovisual Aids, \*Career Education, \*Curriculum Guides, Curriculum Planning, Educational Opportunities, Employment Opportunities, Instructional Materials, Integrated Curriculum, \*Junior High Schools, Occupational Clusters, Occupational Information, Off Farm Agricultural Occupations, Resource Materials, Teaching Guides, Unit Plan, Vocational Agriculture, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides intended for use at the junior high school level of career exploration, the primary focus of the teacher's guide is on activities exploring the cluster area of agribusiness. The document is organized into five units: (1) occupations in agribusiness, (2) definition of the agribusiness cluster, (3) an overview of the cluster and an in-depth view of horticulture and forestry, (4) educational opportunities in agribusiness, and (5) self-evaluation in relation to a career in agribusiness. Each unit specifies a unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials accompany each unit and include reference lists, charts, transparency masters and sample forms. The appendix contains occupational briefs, job titles, a content outline of job families, and a list of publishers addresses. (MW)

ED 098 420 95 CE 002 525

*Tulloch, Rodney Carpenter, Bruce*  
**Exploring Careers in Natural Resources and Environment: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—311p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$5.50)

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Career Education, Conservation (Environment), Conservation Education, \*Curriculum Guides, Curriculum Planning, Educational Opportunities, Employment Opportunities, \*Environmental Education, Instructional Materials, Integrated Curriculum, \*Junior High Schools, \*Natural Resources, Occupational Clusters, Occupational Information, Resource Materials, Teaching Guides, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides intended for use at the junior high school level of career exploration, the document identifies job families within the natural resources and environmental occupations cluster, identifies occupations within each family, and gives suggestions for possible classroom ex-

periences, references, and evaluations. The guide is divided into five units: (1) an orientation to occupations in natural resources and environment, (2) a definition of the cluster area, (3) an overview of the occupational cluster, (4) educational opportunities in natural resources and environment, and (5) an evaluation of self in relation to a career in the cluster area. Each unit specifies unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials include reference lists, charts, sample forms, and classroom activities. Over 100 pages of the appendix are devoted to occupational briefs. Also included in the appendix are: a list of occupational titles, a content outline of job families, and a list of publishing companies. (MW)

ED 098 421 95 CE 002 526

*Keeton, Martha*

**Exploring Careers in Business and Office: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—263p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$6.50)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Business, Business Education, \*Career Education, \*Curriculum Guides, Curriculum Planning, Educational Opportunities, Employment Opportunities, Instructional Materials, Integrated Curriculum, \*Junior High Schools, Occupational Clusters, Occupational Information, \*Office Occupations, Office Occupations Education, Resource Materials, Self Actualization, Teaching Guides, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides intended for use at the junior high school level of career exploration, the document identifies job families within the business and office occupations cluster, identifies occupations within each family, and gives suggestions for possible classroom experiences, references, and evaluations, as well as supportive materials. The guide presents five aspects of business and office occupations: (1) a definition of the cluster, (2) exploration of the cluster, (3) trends and outlook for the cluster, (4) opportunities for training in the cluster, and (5) relation of self to the cluster. Each unit specifies unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials include reference lists, charts, transparency masters, sample forms, tests, and classroom activities. The appendix contains a description of two teacher developed model office projects, one in home economics careers and the other in business and office careers. Additional classroom materials are also included. (MW)

ED 098 422 95 CE 002 527

*Insko, Merle A.*

**Exploring Careers in Marketing and Distribution: A Guide for Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jul 74

Grant—OEG-0-72-4683

Note—231p.; For other guides in the series, see CE 002 518-527, and CE 002 530

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$6.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Career Education, \*Curriculum Guides, Curriculum Planning, Delivery Systems, \*Distributive Edu-

cation, Educational Opportunities, Employment Opportunities, Instructional Materials, Integrated Curriculum, \*Junior High Schools, \*Marketing, Merchandising, Occupational Clusters, Occupational Information, Resource Materials, Self Actualization, Teaching Guides, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

One of 11 guides intended for use at the junior high school level of career exploration, the document identifies job families within the marketing and distribution occupational cluster, identifies occupations within each family, and gives suggestions for possible classroom experiences, references, and evaluations, as well as supportive materials. The guide is divided into four units: (1) introduction to the functions of marketing and distribution, (2) exploring marketing and distributive activities, (3) exploring a specific occupation in marketing and distribution, and (4) evaluation of self in relation to a marketing and distributive career. Each unit specifies unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials include reference lists, charts, transparency masters, sample forms, tests, and classroom activities. The appendix contains addresses of publishers, guidelines for planning a career education resource and reference library, school-related activities, and occupational briefs. (MW)

ED 098 423 CE 002 528

*Atkins, Oscar T.*

**Introduction: Orientation to the World of Work.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Apr 74

Note—53p.; For other guides in the series, see CE 002 529, CE 002 531-5, CE 002 895-6, and CE 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Adjustment (to Environment), Basic Skills, Career Education, \*Curriculum Guides, \*Disadvantaged Youth, Grade 9, Grade 10, \*Handicapped Students, Job Skills, Lesson Plans, Occupational Guidance, \*Orientation Materials, Remedial Instruction, School Orientation, \*Secondary Education, Student Adjustment, Study Skills, Vocational Development

Identifiers—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are orientation to school, succeeding in school, and vocational opportunities in high school. The student is made familiar with the physical plant, rules, and schedules, meets the faculty, and investigates curriculum offerings and extra-curricular activities. Safeguarding personal property, study skills and the value of high school offerings are emphasized. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

ED 098 424 CE 002 529

*Evans, Clarence Wills, Richard*

**Occupational Safety: Orientation to the World of Work.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jun 74

Note—119p.; For other guides in the series, see CE 002 528, CE 002 531-5, CE 002 895-6, and CE 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$3.50)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Accident Prevention, Basic Skills, Career Education, \*Curriculum Guides, \*Disadvantaged Youth, Equipment Maintenance, Fire Protection, Grade 9, Grade 10, \*Handicapped Students, Job Skills, Lesson Plans, Occupational Guidance, Remedial Instruction, \*Safety, Safety Education, \*Secondary Education, Self Care Skills, Vocational Development Identifiers—Kentucky, Occupational Safety, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) accidents and injuries at work, (2) dressing for safety, (3) on-the-job housekeeping for safety, (4) lifting, carrying, moving, (5) safe use of tools, machinery, and other equipment, (6) electrical safety, (7) fire prevention, (8) chemicals, gases, and poisons, (9) health practices for safety, (10) first aid and procedures for handling accidents, and (11) off-the-job safety. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

ED 098 425 95 CE 002 530

Insko, Merle A. And Others

Orientation to the World of Work: A Guide for Teachers.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jun 74

Grant—OEG-0-72-4683

Note—290p.; For other guides in the series, see CE 002 518-527

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$7.00)

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—Audiovisual Aids, \*Career Education, Classroom Materials, Curriculum Planning, Educational Objectives, Instructional Materials, \*Integrated Curriculum, \*Junior High Schools, Occupational Clusters, \*Orientation Materials, Relevance (Education), Resource Guides, \*Resource Materials, Teaching Guides, Unit Plan, Vocational Development

Identifiers—Career Exploration, Kentucky

The exploration phase of career education in the middle school years places equal emphasis on exploration of specific occupational clusters and on the relevancy of academic subject matter to career goals. Intended for use as a resource for junior high school teachers in introducing the exploration phase of career education, the guide is organized in such a manner that the teacher may choose the portions that are best suited to the classroom situation. It may serve as an introduction to each or all of the 10 cluster guides: Agribusiness and Natural Resources, Business and Office, Communication and Media, Construction, Consumer and Homemaking, Fine Arts and Humanities, Health, Manufacturing, and Distribution. It also functions as an instrument to integrate appropriate sections into subjects of the existing curriculum such as general business, social studies, and language arts. It includes five sections: (1) Introduction to the World of Work, (2) Trends and Outlooks, (3) Preparing for the

World of Work, (4) Entering the World of Work, and (5) Succeeding in the World of Work. Each section is organized into units, specifying unit purpose and performance objective, suggesting content, teaching-learning activities, evaluation, resources, and supportive materials. These materials include transparency masters, charts, sample forms, games, self-evaluation checklists, reference lists, and testing materials. (MW)

ED 098 426

CE 002 531

Hill, Jim Craig, Arthur

Self-Appraisal for Employment: Orientation to the World of Work.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jun 74

Note—52p.; For other guides in the series, see CE 002 528-9, CE 002 531-5, CE 002 895-6 and CE 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Basic Skills, Career Education, \*Curriculum Guides, \*Disadvantaged Youth, Goal Orientation, Grade 9, Grade 10, \*Handicapped Students, Interpersonal Competence, Job Skills, Lesson Plans, Occupational Guidance, Personality Assessment, Remedial Instruction, \*Secondary Education, Self Actualization, \*Self Evaluation, Vocational Development

Identifiers—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) setting realistic occupational and life goals, (2) defining and testing interests and investigating related job areas, (3) determining and evaluating mental and physical abilities in terms of job requirements, and (4) analyzing social-personal qualities as they relate to setting and pursuing goals. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

ED 098 427

CE 002 532

Craig, Arthur And Others

Handling Your Paycheck: Orientation to the World of Work.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jun 74

Note—41p.; For other guides in the series, see CE 002 528-9, CE 002 531, CE 002 533-5, CE 002 895-6, and CE 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Basic Skills, Budgeting, Career Education, Credit (Finance), \*Curriculum Guides, \*Disadvantaged Youth, Grade 9, Grade 10, \*Handicapped Students, Income, Job Skills, Lesson Plans, \*Money Management, Occupational Guidance, Remedial Instruction, \*Secondary Education, Vocational Development, Wage Statements

Identifiers—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and han-

dicated students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are interpreting your paycheck and planning to use money wisely. The student will learn to differentiate between gross and net pay and will devise a plan to use money effectively through budgeting, banking, and use of credit. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

ED 098 428

CE 002 533

Scott, Ernestine Love, Doris

How to Keep a Job: Orientation to the World of Work.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Apr 74

Note—182p.; For other guides in the series, see CE 002 528-9, CE 002 531-2, CE 002 534-5, CE 002 895-6, and CE 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$5.00)

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Basic Skills, Career Education, Career Ladders, \*Curriculum Guides, \*Disadvantaged Youth, Employer Employee Relationship, Employment Qualifications, \*Entry Workers, Grade 9, Grade 10, \*Handicapped Students, Job Skills, Lesson Plans, Occupational Aspiration, Occupational Guidance, Remedial Instruction, \*Secondary Education, Vocational Adjustment, Vocational Development Identifiers—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) the first days on the job, (2) employer-employee relationships, (3) interpersonal relationships with co-workers, and (4) changing jobs. The course deals with specific problems and the natural fears of the beginner, discussing forms, rules, qualities necessary to get along with employer and co-worker, and changing jobs to meet long-range goals. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

ED 098 429

CE 002 534

Johnson, James L.

Learning About Job Clusters: Orientation to the World of Work.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jun 74

Note—163p.; For other guides in the series, see CE 002 528-9, CE 002 531-3, CE 002 535, CE 002 895-6, and CE 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$4.50)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

**Descriptors**—Basic Skills, Career Education, Community Characteristics, \*Curriculum Guides, \*Disadvantaged Youth, \*Employment Opportunities, Employment Patterns, Employment Qualifications, Grade 9, Grade 10, \*Handicapped Students, Job Market, Job Skills, Lesson Plans, Occupational Clusters, Occupational Guidance, Remedial Instruction, \*Secondary Education, Vocational Development  
**Identifiers**—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) job opportunities in the community, (2) information about jobs in the community, and (3) preparation for the job. Objectives of the course include the analysis of employment situations, as well as education, abilities, and experience in terms of job requirements and employer expectations. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

**ED 098 430** CE 002 535  
Nordloh, Mary J.

**Personal Development: Orientation to the World of Work.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Aug 73

Note—93p. For other guides in the series, see CE 002 528-9, CE 002 531-4, CE 002 895-6, and CE 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$3.00)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Basic Skills, Career Education, \*Curriculum Guides, Daily Living Skills, \*Disadvantaged Youth, Grade 9, Grade 10, \*Handicapped Students, Hygiene, \*Individual Development, Interpersonal Competence, Job Skills, Lesson Plans, Moral Development, Occupational Guidance, Personal Growth, Personality Development, Remedial Instruction, \*Secondary Education, Social Maturity, Vocational Development

**Identifiers**—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) achieving and maintaining a good physical appearance, (2) developing behavior, interests, and attitudes consistent with sex and age, (3) getting along with others on the job, and (4) using leisure time. Grooming, clothing selection and maintenance, handling emotions, dating behavior, making friends, and living by a code of values are some of the student concerns discussed in the unit. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

**ED 098 431** CE 002 536  
Minority Group Employment in the Federal Government, May 1973.  
Civil Service Commission, Washington, D.C.  
Manpower Statistics Div.  
Report No.—SM-70-73A

Pub Date May 73

Note—141p.; For earlier reports see ED 053 237 and ED 069 895

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0600-00781, \$1.75)

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Employment Patterns, \*Employment Statistics, Employment Trends, \*Equal Opportunities (Jobs), Ethnic Groups, Federal Government, \*Government Employees, Labor Force, \*Minority Groups, Negro Employment, \*Occupational Surveys, Spanish Americans, Surveys, Tables (Data)

Minority employment surveys in the Federal Government are conducted as part of an overall equal employment opportunity program under Executive Order 11478. Data in the report are based upon a census of minority group employment in the Federal Government as of May 31, 1973. The census includes Negroes, Spanish-surnamed persons, American Indians, Orientals, Aleuts and Eskimos. Geographically, the survey covers all States (except Hawaii), foreign countries, and United States territories (except Guam and Puerto Rico). Some highlights of the study are: (1) despite the continued decline in total Federal employment, minority employment has continued to increase; (2) total minority employment expanded by 1.9 percent to make up 20.4 percent of the Federal workforce; (3) employment of Negroes increased by .02 percent to now represent 15.7 percent of the total Federal workforce; (4) employment of Spanish-surnamed Americans increased by 2.2 percent to make up 3.1 percent of the total Federal workforce; (5) American Indian employment experienced a 1.1 percent increase in Federal employment; and, (6) Oriental employment decreased by 8.8 percent. Data tables detailing the results of the study comprise the body of the report. (MW)

**ED 098 432** 95 CE 002 538

Oso, Nicholas A.

**Vocational Education: Characteristics of Students and Staff, 1972.**

Westat Research, Inc., Rockville, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—74-169

Pub Date 74

Contract—OEC-0-72-4577

Note—234p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01322 \$2.50)

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

**Descriptors**—Adult Education, Class Size, Educationally Disadvantaged, Handicapped, \*National Surveys, Post Secondary Education, Questionnaires, Research Methodology, Secondary Education, \*Student Characteristics, \*Tables (Data), \*Teacher Characteristics, \*Vocational Education

The publication, based on a 1972-73 survey of vocational education students and staff, seeks to answer such questions as who takes vocational training through public secondary schools, what motivates election of these career-related programs, and what courses are studied? The introduction summarizes the study and the remaining six chapters tabulate and discuss the survey data regarding vocational education students in secondary, post-secondary, and adult level classes; teachers of vocational education in secondary school systems; vocational education classes; classes with handicapped and disadvantaged enrollees; and trends. The major part of the document contains three appendices: Basic Data Tables (137 pages), presenting estimated national totals and data on enrollment in vocational education classes, vocational education teachers, and vocational education classes in 190 tables; Survey methodology (15 pages), describing the sample frame, design, and other factors of the survey; and Survey Forms (11 pages), providing samples of the questionnaires used in the survey. (NH)

**ED 098 433** CE 002 539  
Private Foundations Supporting Health Manpower Education and Training: 1971. An Inventory.  
Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Report No.—DHEW-HRA-74-40

Pub Date May 74

Note—229p.; Table 5, page 11, may not reproduce because of type size; Some headings are marginally legible

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

**Descriptors**—\*Directories, Educational Finance, Health Occupations Centers, \*Health Occupations Education, \*Private Agencies, \*Private Financial Support, \*Statistical Surveys, Tables (Data)

The inventory of private foundation support for health manpower education and training presented in the document indicates the manner in which this important element in the private sector of the economy—the philanthropic foundation—supplements Federal and State support of health occupations training. The report deals only with private (and community) foundation support, since such data are not only public and easily available, but also serve to indicate the thrust provided by private financial sources to the development of health manpower education. The report is divided into three parts. The first is a description of the methodology used to obtain the data and a description of the coverage. The second provides a number of summary tables and a brief digest of the detailed listings. The final, and by far the largest part, presents a detailed listing (or inventory) of private foundations providing support in 1971, classified in three different ways: (1) alphabetically by foundation name; (2) by State of foundation; and (3) by State of recipient. (Author)

**ED 098 434** CE 002 540

**The Pay-Off to Job Search: The Experience of WIN Terminees. Final Report.**

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 14 Jun 74

Note—56p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Adult Education, Employment Counselors, Employment Experience, Employment Level, \*Employment Programs, \*Employment Services, Job Analysis, Job Applicants, \*Job Placement, Job Tenure, Labor Force, \*Program Evaluation, Tables (Data)

**Identifiers**—Job Search, WIN, \*Work Incentive Program

The document reports on a study to determine which job search media are most effective for Work Incentive Program (WIN) clientele and, in particular, whether job placement services associated with WIN program structures are superior in pay-off to other search media. Following the introduction, which summarizes the findings, there are four chapters: (1) a description and analysis of labor force attachment; (2) a description of job search activities and pay-off; (3) an analysis of job search pay-off; and (4) a retrospective impact evaluation of WIN I. Data on current labor force status, obstacles to employment, recent employment, search patterns, comparisons of search patterns, determinants of job status, weekly wages, job tenure, and expected earnings are tabulated and discussed. Findings are reported relating to the participation of WIN terminees in the labor market and job search characteristics of WIN terminees. (NH)

**ED 098 435** 95 CE 002 542

Guba, Egon G. Brickell, Henry M.

**Conceptual Strategies for Utilizing Research and Development Products in Education. Occasional Paper No. 2.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—91p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Diffusion, \*Educational Research, Information Centers, \*Information Dissemination, \*Information Utilization, Models, Research and Development Centers, Research Methodology, \*Research Utilization

The effective utilization of research and development products ranks as one of the top priorities in American public education. The

document contains two concept papers by recognized authorities on knowledge utilization activities: A Diffusion Mechanism for the Center for Vocational and Technical Education, Egon G. Guba; and Alternative Diffusion Strategies, Henry M. Brickell. The first paper begins with a review of diffusion models: considers six tactics including telling, showing, helping, involving, training, and intervening; and offers an explication of a diffusion program for the Center as its major thrust. Advocated within the program as mechanisms for effective diffusion are: (1) a distributor relations division; (2) a warranty division; (3) a training division; (4) a promotions division; and (5) a market studies division. Each division's functions are outlined and evaluation criteria are reviewed. The second paper considers 10 images of the practitioner (regarding educators as adopters of innovations); implications of these images for diffusion; characteristics of the adoption setting; characteristics of the innovation, with a summary of desirable characteristics; and diffusion tactics. This paper concludes with alternative diffusion strategies describing sample case strategies for the adoption of an innovation in an educational setting. (NH)

**ED 098 436** CE 002 554  
Homemaking—Family Living: Curriculum Planning Guidelines, Level 1 and 2, Middle School (Grades 5-8).

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 74

Note—107p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Behavioral Objectives, Clothing, Course Content, \*Curriculum Development, \*Curriculum Guides, Elementary Education, Family Life, Family Life Education, Food, \*Home Economics Education, Home Furnishings, Housing, Human Development, Instructional Programs, Junior High Schools, Nutrition, State Curriculum Guides, Textiles Instruction

Identifiers—New York

The new guidelines constitute a supplement to the New York State Syllabus for a Comprehensive Program: Home Economics Education. This new approach provides guidelines for reorganizing the program for Grades 5 and 6 into four basic subject areas and six content emphases. The four subject areas are: human development; housing, furnishing and equipment; food and nutrition; and clothing and textiles. The content emphases related to each subject area are: management, buymanship, leisure, careers, health and safety, and relationships. Instructional levels have been used to identify skill development in particular subject areas for a specific emphasis according to the learner's maturity level. Further explained are the course development and module development for local use. The remainder of the document discusses the scope of learnings, framework, and modules in human development, housing, furnishings and equipment, food and nutrition, and clothing and textiles. Each module is presented in terms of behavioral outcomes, suggested learning experiences, measurement of student progress, and related modules. Included are seven appendices (analyzing student needs, needs analysis chart, glossary of terms, miniguide for writing measurable objectives, a list of words for writing behavioral objectives, a module effectiveness form, and sample forms). (Author/BP)

**ED 098 437** CE 002 556  
Hohenshil, Thomas H., Ed.

New Dimensions in the Career Development of Women. Conference Proceedings No. 2.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Virginia State Advisory Council on Vocational Education, Blacksburg.  
Report No.—CP-2

Pub Date 74

Note—134p.; Papers presented at the Annual Conference for Career Counseling and Vocational Education (3rd, Blacksburg, Virginia, March 1974)

Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order No. CP-2, \$3.00)

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Career Education, Change Strategies, Changing Attitudes, \*Conference Reports, Equal Opportunities (Jobs), \*Females, Pilot Projects, Program Descriptions, Sex Discrimination, Sex Stereotypes, Speeches, \*Vocational Counseling, Vocational Development, \*Vocational Education, Womens Education Identifiers—Virginia

Approximately 200 teachers, counselors, administrators, and university personnel from four States participated in the Third Annual Conference for Career Counseling and Vocational Education. The general purpose of the conference was to examine current views and programs regarding the career development of women, with special emphasis on public school and community college programming. Seven nationally recognized speakers, selected for expertise in their respective fields as well as for their research endeavors and leadership in professional organizations, presented addresses to the conference treating the topics of career and leisure development and counseling for girls and women; these are reproduced in the document. In addition, five exemplary Virginia career development programs, ranging from elementary school to community college levels, were described at the conference; these program descriptions comprise the remainder of the document. Appended are an agenda and a directory of participants. (Author/AJ)

**ED 098 438** CE 002 895  
Rankin, Lila T.

Taxes Affecting the Worker: Orientation to the World of Work.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jun 74

Note—60p.; For other guides in the series, see CE 002 528 and 529, 002 531-535, 002 896, and 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.50)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Basic Skills, Career Education, \*Curriculum Guides, \*Disadvantaged Youth, Grade 9, Grade 10, \*Handicapped Students, Income, Job Skills, Lesson Plans, Occupational Guidance, Remedial Instruction, \*Secondary Education, \*Taxes, Vocational Development Identifiers—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the 9th and 10th grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are: (1) income tax laws, (2) tax tables, (3) filing a Federal individual income tax return, and (4) filing a State individual income tax return. On completion of the course, the student will be able to list purposes and requirements of filing tax returns, interpret income tax table information, and accurately complete Federal and State individual income tax returns. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

**ED 098 439** CE 002 896  
Roundtree, Ray Anthony, Kenneth

The Role of Work in Our Society: Orientation to the World of Work.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Apr 74

Note—74p.; For other guides in the series, see CE 002 528 and 529, 002 531-535, 002 895, and 002 938

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.50)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Basic Skills, Career Education, \*Consumer Economics, \*Curriculum Guides, \*Disadvantaged Youth, Economic Factors, Employment, Grade 9, Grade 10, \*Handicapped Students, Job Skills, Lesson Plans, Marketing, Occupational Guidance, Productivity, Remedial Instruction, \*Secondary Education, Socioeconomic Influences, Unemployment, Vocational Development

Identifiers—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are: (1) workers in society, (2) production and distribution of goods and services, (3) consumption of goods and services, and (4) employment versus unemployment. On completion of the course the student will be able to interpret the production of goods in our economy, analyze the relationship of money earned to purchasing power, and recognize factors affecting employment. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

**ED 098 440** CE 002 938

Atkins, Oscar T. Delaney, Judith

Getting a Job: Orientation to the World of Work. Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Aug 73

Note—92p.; For other guides in the series, see CE 002 528 and 529, 002 531-535, and 002 895-896

Available from—Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$3.00)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Basic Skills, Career Education, \*Curriculum Guides, \*Disadvantaged Youth, Employment Interviews, Employment Potential, Entry Workers, Grade 9, Grade 10, \*Handicapped Students, Job Applicants, Job Application, Job Development, \*Job Placement, Job Skills, Lesson Plans, Occupational Guidance, Remedial Instruction, \*Secondary Education, Testing, Vocational Development Identifiers—Kentucky, World of Work

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are: (1) planning to get a job, (2) finding job openings, (3) getting facts about job leads, (4) following up job leads, (5) filling out job application forms, (6) the job interview, (7) taking employment tests, and (8) requirements and approaches for the beginning employee. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of au-

divisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

**ED 098 441** 95 **CE 003 164**

**Abstracts of Instructional and Research Materials in Vocational and Technical Education.** Vol. 7, No. 5.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—210p.

Available from—AIM/ARM, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, Calendar-Year Subscription \$34.00, six issues plus index)

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

**Descriptors**—\*Abstracts, Coordinate Indexes, Curriculum Development, Directories, Educational Legislation, Educational Research, \*Instructional Materials, \*Research Projects, \*Technical Education, \*Vocational Education Identifiers—Vocational Education Amendments of 1968

It is hoped the document will provide educators quick access to instructional and research materials in vocational and technical education. The document is divided into three major sections: Instructional Materials, Research Materials, and Projects in Progress. The first two sections are subdivided according to the categories: Abstracts, Subject Index, and Author Index. The subject index terms correspond to the descriptors in the **THESAURUS OF ERIC DESCRIPTORS** and, together with the author index, provide access to the abstract subsection. The Projects in Progress section, divided into Curriculum and Research subsections, announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, Parts C, D, and I. The curriculum subsection includes a Curriculum Management Centers Directory; the research subsection provides a State Vocational Education Research Offices Directory. VT numbers run from VT 100 801 to VT 101 000. (Author/NH)

**ED 098 442** 95 **CE 003 165**

**Abstracts of Instructional and Research Materials in Vocational and Technical Education.** Vol. 7, No. 6.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—203p.

Available from—AIM/ARM, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, Calendar-Year Subscription \$34.00, six issues plus index)

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

**Descriptors**—\*Abstracts, Coordinate Indexes, Curriculum Development, Directories, Educational Legislation, Educational Research, \*Instructional Materials, \*Research Projects, \*Technical Education, \*Vocational Education Identifiers—Vocational Education Amendments of 1968

It is hoped the document will provide educators quick access to instructional and research materials in vocational and technical education. The document is divided into three major sections: Instructional Materials, Research Materials, and Projects in Progress. The first two sections are subdivided according to the categories: Abstracts, Subject Index, and Author Index. The subject index terms correspond to the descriptors in the **THESAURUS OF ERIC DESCRIPTORS** and, together with the author index, provide access to the abstract subsection. The Projects in Progress section, divided into Curriculum and Research subsections, announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, Parts C, D, and I. The curriculum subsection includes a Curriculum Management Centers Directory; the research subsection provides a State Vocational Education Research Of-

fices Directory. VT numbers run from VT 101 001 to VT 101 200. (Author/NH)

**ED 098 443** 95 **CE 003 166**

**Belding, Robert E.**

**PRYO: The Practical Work Orientation Program in Sweden.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Contract—NIE-C-74-0061

Note—103p.; The list of publications referred to on p. 15 is not included in the document

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Comprehensive Programs, Foreign Countries, Grade 8, Grade 9, \*Secondary Education

**Identifiers**—Compulsory Education, Practical Work Orientation, \*PRYO, Sweden

PRYO, the Swedish acronym for Praktiske Yrkesorientering, translates into English as Practical Work Orientation. PRYO was the result of action taken by the Swedish legislature, excluding educational researchers for the most part, in which compulsory school attendance was extended from seven to nine years to further equalize Swedish education while providing students with some knowledge of life outside of school. Until 1971, PRYO consisted of two weeks of work outside school, required of all eighth graders. In 1971, PRYO was changed to include three school visits to varied forms of industry and business during the eighth grade year, and the work experience followed in the ninth and final compulsory year. Having established the historical basis of PRYO, the author proceeds to investigate it as it existed in May 1974, through interviews with people in various capacities who are involved in it and through examination of documents issued in connection with PRYO. He concludes that in spite of the political, rather than educational, grounds of Sweden's comprehensive school origins, the school and PRYO effectively prepare graduates in a variety of ways to face the contemporary world. He also examines possible application to American education. (AG)

**ED 098 444** **CE 003 222**

**Miller, Larry E.**

**Biological Features of the Soil: Advanced Crop and Soil Science. A Course of Study.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 74

Note—17p.; For related courses of study, see CE 002 333-337

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Agricultural Education, Agronomy, Behavioral Objectives, Biological Sciences, \*Biology, Conservation (Environment), Course Content, Course Descriptions, \*Curriculum Guides, Environmental Education, \*Instructional Materials, Lesson Plans, Natural Resources, Plant Science, Post Secondary Education, Secondary Education, \*Soil Science Identifiers—Virginia

The course of study represents the third of six modules in advanced crop and soil science and introduces the agriculture student to biological features of soil. Upon completing the two day lesson, the student will: (1) realize the vast amount of life present in the soil, (2) be able to list representative animal and plant life in the soil by size, and (3) be able to list some of the detrimental processes of soil organisms. The course outline suggests teaching procedures, behavioral objectives, teaching aids and references, problems, a summary, and evaluation. Following the lesson plan, pages are coded for use as handouts and overhead transparencies. A materials source list for the complete soil module is included. (MW)

**ED 098 445** 95 **CE 003 365**

**Implications of Career Education for University Personnel in Graduate Teacher Education.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 74

Grant—OEG-0-72-0055(725)

Note—421p.; Report based on findings from the National Workshop in Career Education Per-

sonnel Development for Graduate Teacher Education

**EDRS Price MF-\$0.75 HC-\$19.80 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Educational Development, Educational Planning, \*Graduate Professors, Graduate Study, Leadership, Personnel Needs, Reports, Student Needs, \*Teacher Educators, Teacher Workshops

In view of the facts that career education has entered the threshold of the educational system and that relatively little has been done beyond some preliminary planning at the graduate teacher education level, a workshop was conducted addressing the problem of student, planning, and implementation needs of career education and their implications for graduate teacher education personnel. The graduate level was chosen because, though it is a small facet of the educational system, it is an important and influential leadership area within the system. The report on the national workshop provides a record of participant recommendations and suggestions regarding career education personnel development, relates the career education concepts, needs, and problems for leadership personnel in graduate teacher education, and provides a reference resource to leadership education personnel at all levels. Workshop discussion centered on papers presented by Louise Keller, Terrel Bell, and Grant Venn. Abstracts of the papers are included in the report together with criticisms, questions, and summaries. Materials relating to the workshop's organization and the full text of the papers are appended in the final three-fifths of the document. (Author/AG)

**ED 098 446** 95 **CE 003 366**

**Personnel Development for Career Education: A Selected Annotated Bibliography.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Grant—OEG-0-72-0055(725)

Note—379p.

**EDRS Price MF-\$0.75 HC-\$18.60 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, \*Career Education, \*Staff Improvement, \*Staff Utilization

The purpose of this document is to provide a selected, annotated bibliography in staff development for career education for the years 1970-73. It is expected that this document may be of assistance to those planning and/or working in the career education movement who have responsibility for preparing and utilizing staff effectively. The selections herein have resulted in a rather broad and varied listing inasmuch as it is assumed that the process of change necessitated by the varied concepts of career education and its current evolution implies the use of a large range of ideas and sources in personnel preparation. Listings are arranged alphabetically by author under the following general headings: books and parts of books (17 pages), dissertation abstracts (137 pages), journals (69 pages), and other documents (139 pages). A selected supplementary listing (11 pages) announces sources for which there was insufficient time for annotation. No subject index or other cross-reference is provided. (Author/SA)

## CG

**ED 098 447** 95 **CG 009 066**

**How Health Professions Students Finance Their Education.**

Public Health Service (DHEW), Arlington, Va.

Report No.—DHEW-HRA-74-13

Pub Date Oct 73

Note—62p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Financial Needs, \*Financial Support, \*Health Occupations, \*Income, National Surveys, Research Projects, Student Needs, \*Surveys

This report was based on a survey to determine how students in the health professions of medicine osteopathy, dentistry, optometry, pharmacy, podiatry, and veterinary medicine financed

their educations during the 1970-71 school year. The purpose of this nationwide survey was to provide information on patterns of student expenses and on the sources from which income was obtained, including any indebtedness incurred to finance their education. Marital status to be the single most important factor in determining both expenses and incomes of students in the health programs. Spouses tended to contribute more than twice as much income as any other source. The average annual expenses were highest—between \$6,231 and \$6,710—for students in dentistry, podiatry, and osteopathy, and lowest—\$3,739—for those in pharmacy. Approximately 35 percent of all students reported receiving federal or state scholarships or other nonrefundable grants. While the proportion of students obtaining loans ranged from 43 percent for pharmacy students to 70 percent for osteopathy students. Findings showed that the majority of students in all health profession schools reported some indebtedness as of June 1971. (Author/PC)

**ED 098 448** CG 009 089  
Scott, Jeanne

YWCA Vocational Readiness Package.  
YWCA of Los Angeles, Calif.

Pub Date Apr 74

Note—9p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Females, \*Games, Game Theory, Occupational Choice, \*Peer Counseling, Program Descriptions, \*Role Playing, \*Vocational Development

Identifiers—California, Los Angeles

This document outlines, in detail, the Vocational Readiness Package for young girls, which is a week-long program utilizing simulation games and role-playing, while employing peer group counseling techniques to dramatize the realities concerning women in marriage and careers today. After three years of using this program, the authors have compiled some findings on girls' attitudes toward marriage and careers. These are that the average girl: (1) plans on being married and does not expect to work for a living; (2) has minimal knowledge about careers and their requirements; (3) selects traditional careers for women; and (4) is distrustful of, and often hostile to, the concept of "Women's Liberation." The chief differences in thinking among average girls seem to arise more from socioeconomic and educational experience rather than ethnic or cultural background. (Author/PC)

**ED 098 449** CG 009 096  
Wrenn, C. Gilbert

Values and Counseling in Different Countries and Cultures.

Pub Date Apr 74

Note—22p.; Paper presented at the International Round Table on the Advancement of Counseling (6th, Cambridge University, England, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Attitudes, Changing Attitudes, Comparative Analysis, \*Counseling, \*Cross Cultural Studies, Cultural Differences, \*Education, Speeches, \*Values

This paper analyzes changes in seven value areas where there is sharp conflict between the prevailing culture and the counter-culture and where the conflict is of considerable significance to the counselor: (1) response to authority; (2) the value of the past experience of adults; (3) status of women; (4) work and leisure; (5) sexual dimensions of life; (6) nature of security, nature of occupational choice; and (7) the implications for counseling of each value shift. Comparison is made between value changes in the United States and value trends in 16 other countries. (Author)

**ED 098 450** CG 009 122  
Adams, J. Winstead

A Philosophy of "Psychotherapy" with the Drug Dependent Person: Six Basic Imperatives.

Pub Date Apr 74

Note—19p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Behavior Change, \*Change Agents, Communication (Thought Transfer), \*Drug Abuse, Program Descriptions, Psychological Services, \*Psychotherapy, \*Rehabilitation Counseling, Socially Deviant Behavior, Speeches

The drug abuser presents many difficult clinical problems to the conscientious therapist. Many of the prerequisites to human relationships associated with responsible, satisfying living are difficult to develop and must be nurtured in such a person. The author presents a philosophy of psychotherapy to serve as a guideline for therapists working with individuals who abuse drugs. An alternative to drug taking and the style of life that goes with it must be offered by the philosophy of therapy. In such a philosophy there are six basic imperatives which are discussed and described. (Author)

**ED 098 451** CG 009 151

Hammerschlag, Carl A.

Identity Groups with American Indian Adolescents.

Pub Date Feb 74

Note—16p.; Paper presented at the Annual Meeting of the American Group Psychotherapy Association (New York, New York, February 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Adolescents, \*American Indians, Identification (Psychological), \*Minority Groups, Self Actualization, \*Self Concept, \*T Groups, Therapy

The struggle for self discovery is the major task of adolescent development. That struggle can be magnified by certain psychosocial forces which retard such ego identity development. American Indians share a centuries old, psychohistorical experience of massive disenfranchisement, powerlessness, and enforced dependency. Its symptomatic legacy is family disintegration, unemployment, alcoholism, and other suicidal behavior. For American Indian adolescents, who see such manifestations in their parents and tribes, it often triggers an unusually stormy adolescent struggle. The anticipated alienation, disorientation, and confusion of adolescence becomes magnified in the face of such negative identifications. This paper outlines a small group experience and the issues with which these young people deal, its efficacy and outcome. (Author)

**ED 098 452** CG 009 171

Ruiz, Pedro Langrod, John

Psychiatrists and Folk Healers: A Scientific Dialogue.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (51st, San Francisco, California, April 1974)

Available from—Lincoln Community Mental Health Center, 781 East 142nd Street, Bronx, New York 10454

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Dialogue, \*Folk Culture, \*Laymen, \*Psychiatrists, \*Spanish Americans, Speeches, Therapists, \*Therapy

This dialogue between a psychiatrist and a psychologist on the subject of folk healers versus classical mental health therapists attempts to shorten the gap between the two specialties. To accomplish this, steps were taken at a mental health center to: (1) identify mediums in their program; (2) visit spiritual centers and observe their "modus operandi"; (3) exchange views with mediums; (4) accept referrals from and refer cases to spiritual centers; and (5) carry out research and produce a film to be used for training non-Hispanic staff. These steps were taken in recognition of the fact that the unique aspects of a culture must be identified and dealt with in any mental health program. Conclusions reached in this dialogue included calling attention to psychiatry's neglect of sociocultural problems among Hispanic groups, and pointing out differences in cultural and technical orientation between classically trained mental health workers and folk healers (spiritualists). There was a need established for the implementation of training curricula for classically trained professionals who work with Hispanic patients. (Author/PC)

**ED 098 453**

CG 009 191

Matross, Ronald And Others

The Drinking Practices of Students at the University of Minnesota.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date Aug 74

Note—19p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Alcoholic Beverages, \*College Students, Individual Differences, National Norms, Research Projects, \*Surveys, \*Use Studies

A mailed survey was conducted of the drinking practices of students at the University of Minnesota. Responses were received from 402 of the 496 individuals in a random sample of students at the Twin Cities campus. Key findings include: (1) the majority of students, 56 percent of the men and 61 percent of the women, were classed as moderate drinkers; (2) among the male respondents, 24 percent were judged to be heavy drinkers and 10 percent were estimated to be potential problem drinkers; (3) among female respondents 10 percent were classed as heavy drinkers, while 5 percent were estimated to be potential problem drinkers; and (4) for both sexes the proportions of heavy drinkers and estimated potential problem drinkers did not differ from 1964 national norms. (Author)

**ED 098 454** 95 CG 009 195

Project Women—in a Man's World of Work. A Program to Develop the Career Awareness of High School Girls.

Hermion School Dept., Maine.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—25p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Career Education, \*Career Opportunities, Counseling, \*Females, \*Guidance Programs, Pamphlets, \*Peer Counseling, Program Descriptions, Secondary School Students, Vocational Development

Identifiers—\*Maine

This document reviews an attempt to provide a career awareness and guidance program specifically for female high school students. Groundwork was laid for the utilization of student aids in the guidance program. "Project Women" established and carried out the following objectives: (1) the identification of the career interests of 10th and 11th grade girls; (2) the development of an inservice career orientation to acquaint subjects (100 girls) with selected careers usually held by men; (3) provisions for subjects to learn about careers normally held by men from women presently earning their living in those fields; (4) the development of an inservice training seminar to help prepare to discuss, with other students, careers traditionally held by men; (5) the provision of a rotating cadre of paraprofessional student help (aides) to work with and through the guidance department; and (6) the development of a model for a career guidance program which might be adopted by other high schools. A list of suggestions for use by student paraprofessionals in their career awareness work is also presented. (Author/PC)

**ED 098 455** CG 009 197

McDaniels, Carl

The Role of Leisure in Career Development.

Pub Date 74

Note—13p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Adjustment (to Environment), Career Change, Futures (of Society), \*Leisure Time, \*Social Change, \*Vocational Development, \*Work Attitudes

The role of leisure time in connection with one's work is presented in conjunction with the changing concept of work. Certain kinds of satisfaction and involvement which have traditionally stemmed from one's work must now be sought in other areas. Career development should encompass the concept of leisure as well as the concepts of work, and there should be ongoing reevaluation of the role of leisure in one's life. (Author/EK)

## 32 Document Resumes

**ED 098 456** 95 CG 009 198  
 Medin, Douglas L.  
**Learning to Learn in Children.**  
 Rockefeller Univ., New York, N.Y.  
 Spons Agency—Office of Education (DHEW),  
 Washington, D.C.  
 Pub Date [72]  
 Grant—OEG-2-71-0532  
 Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—\*Child Development, Children,  
 Cognitive Processes, \*Discrimination Learning,  
 \*Learning, Research Projects, \*Transfer of  
 Training

Seven main experiments and three pilot studies were conducted to develop and test theories of transfer of training in children. Initial tests failed to support an incentive model for learning and transfer, but a new model given strong emphasis to the role of context in learning was developed which accounted for a wide range of learning and transfer data. Although this was clearly the most salient result, other work revealed that: (1) learning rules when there are exceptions to rules may be much more difficult than one might have been led to imagine; (2) simply solving any problem (learning the rule) may underlie the basis of the easy-to-hard transfer effects in children; (3) tests to measure dimensional preferences may create them; (4) young children may use more than a single dimension in making choices when decisions can be considered sequentially; (5) dimensional processing skills may increase with age in ways that are more significant than simply changes in the allocation of attention; and (6) some claims concerning changes in mediating skills with age were most likely premature. (Author)

**ED 098 457** CG 009 202  
 Polivy, Janet  
**Effects of Radical Mastectomy on a Woman's  
 Feminine Self-Concept.**  
 Northwestern Univ., Evanston, Ill. Dept. of  
 Psychology.  
 Spons Agency—Health Services and Mental  
 Health Administration (DHEW), Bethesda,  
 Md.  
 Pub Date [72]  
 Note—21p.  
 Available from—Janet Polivy, Department of  
 Psychology, Northwestern University, Evan-  
 ston, Illinois 60201

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—\*Body Image, \*Females, Human  
 Body, \*Medical Treatment, Morale, Research  
 Projects, \*Self Concept, Sex Differences  
**Identifiers**—\*Cancer, Mastectomy

The present investigation attempted to assess the psychological aftereffects of mastectomy in women. An edited version of the Berscheid, Walster, and Bohrnstedt Body Image Questionnaire (1972) and a focused interview were administered to three groups of female surgical patients both pre- and postoperatively. Significant differences were found between groups presurgically on time lag before calling doctor and amount of anxiety expressed in the interview. Breast surgery seems to elicit more anxiety, as evidenced by shorter times between appearance of symptom and contacting doctor, and spontaneous expression of fear of mutilation or death in the interview. Significant postsurgical decreases were found for all groups in self-concept and satisfaction with intimate relationships. The defensive operation of denial is hypothesized to be making postsurgical differences in the mastectomy patients. (Author)

**ED 098 458** 95 CG 009 217  
**Helping Schools Help Children. Research Report  
 No. 2.**

National Inst. of Mental Health (DHEW),  
 Bethesda, Md. Center for Studies of Crime and  
 Delinquency.  
 Pub Date 74  
 Note—3p.

Available from—Superintendent of Documents,  
 U.S. Government Printing Office, Washington,  
 D.C. 20402 (Stock No. 1724-00349, \$0.25)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—Academic Failure, Adolescents,  
 \*Behavior Problems, \*Motivation Techniques,  
 Parent Counseling, Program Descriptions,

\*Reinforcement, Rewards, \*Students, \*Un-  
 derachievers  
**Identifiers**—\*PREP

This pamphlet briefly reports on an experimen-  
 tal program designed to help the underachieving  
 student whose academic and behavioral problems  
 keep him in trouble with school officials. The  
 project is based on the following premises: (1)  
 children who learn basic academic skills and ap-  
 propriate behaviors will be less vulnerable to fu-  
 ture problems; (2) some children are not  
 motivated by the usual rewards found in the  
 school system; and (3) these children can be  
 motivated through utilization of appropriate rein-  
 forcement procedures. The program involves  
 three elements: (1) math and English work units  
 which meet individual student needs, (2) group  
 interpersonal skills classes, and (3) a counseling  
 program for the parents. Results indicate that this  
 investment in money, time, and concern for chil-  
 dren has brought short-term rewards for students  
 in terms of higher grades, better test results in  
 English, and improved relations with teachers,  
 parents, and friends. Long-range effects on the  
 lives of the students cannot be measured; how-  
 ever, the author feels that it is fairly safe to as-  
 sume that the replacement of failure with suc-  
 cessful learning experiences will have useful and  
 rewarding ramifications for the child and society.  
 (Author/PC)

**ED 098 459** 95 CG 009 218  
**Selected Publications on Teenagers and Alcohol.**

Grouped Interest Guide No. 8-2.  
 National Inst. on Alcohol Abuse and Alcoholism  
 (DHEW/PHS), Rockville, Md.

Pub Date Jul 73

Note—4p.

Available from—Current Awareness Services, Na-  
 tional Clearinghouse for Alcohol Information,  
 P. O. Box 2345, Rockville, Maryland 20852

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—\*Adolescents, Alcoholic Beverages,  
 \*Alcoholism, Annotated Bibliographies, \*Cul-  
 tural Factors, \*Social Factors, \*Sociology

This brief bibliography is part of a series  
 produced by the Current Awareness Services of  
 the National Clearinghouse for Alcohol Informa-  
 tion, and informational service of the National In-  
 stitute on Alcohol Abuse and Alcoholism. The  
 publications provide readers with regularly  
 codified bibliographic references to recent, topi-  
 cal literature in targeted areas. This guide focuses  
 on youth and alcohol, and social forces and al-  
 cohol use and abuse. Entries are annotated for  
 assistance in selecting those items most relevant  
 to individual needs. (Author/PC)

**ED 098 460** 95 CG 009 219  
**Subject Area Bibliography on Sociocultural  
 Aspects of Alcohol Use and Alcoholism. Subject  
 Area Bibliography I-B-4.**

National Inst. on Alcohol Abuse and Alcoholism  
 (DHEW/PHS), Rockville, Md.

Pub Date Feb 74

Note—12p.

Available from—Current Awareness Services, Na-  
 tional Clearinghouse for Alcohol Information,  
 P.O. Box 2345, Rockville, Maryland 20852

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—Adolescents, Alcoholic Beverages,  
 \*Alcoholism, Annotated Bibliographies, Biblio-  
 graphic Citations, \*Cultural Factors, \*Ethnic  
 Groups, Social Behavior, \*Sociocultural Pat-  
 terns

This bibliography is one of a series of subject  
 area bibliographies produced by the National  
 Clearinghouse for Alcohol Information. The  
 references have been classified into selected topi-  
 cal bibliographies in order to assist the user in  
 selecting a personal area of interest. This is Part  
 B of a bibliography grouping devoted to cultural  
 groups, and is devoted solely to teenage drinking.  
 The bibliography is divided into two sections, the  
 first of which is a "Quick Reference List" which  
 extrapolates selected citations from the complete  
 listing in the second section. These selections  
 have been chosen by a panel of independent ex-  
 perts in the area of teenage alcoholism. The  
 bibliographic entries are annotated and enable  
 the user to judge, more accurately, their  
 relevance to his scope of interest. (Author/PC)

**ED 098 461** 95 CG 009 220  
**Thinking About Drinking.**

Department of Health, Education, and Welfare,  
 Washington, D.C.

Report No.—DHEW-HSM-72-9076

Pub Date 72

Note—32p.

Available from—Superintendent of Documents,  
 U. S. Government Printing Office, Washington,  
 D.C. 20402 (Stock No. 1724-0187, \$0.35)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**  
**POSTAGE**

**Descriptors**—\*Adolescents, \*Alcohol Education,  
 Alcoholic Beverages, \*Attitudes, Decision  
 Making, Information Dissemination,  
 \*Pamphlets, Teaching Techniques

This pamphlet was prepared for young people  
 as a basis for discussion of attitudes about drink-  
 ing. It reflects the latest findings in alcohol  
 research and has been reviewed by many profes-  
 sionals and students. It examines basic statistics,  
 sizes up individual attitudes about drinking,  
 reviews experts' opinions on teenage drinking  
 habits. The pamphlet offers a "Quiz Yourself"  
 chapter in an attempt to help young people  
 separate fact from myth and half-truths on the  
 subject of alcohol. The section on "Handling  
 Your Own Drinking or Nondrinking" deals with  
 how to feel comfortable with a choice not to  
 drink, or, if an adolescent chooses to drink,  
 when, how, and how much. Answers to the quiz  
 and additional facts about alcohol, including why  
 people react differently when they drink,  
 complete the discussion. (Author/PC)

**ED 098 462** CG 009 231

Milburn, Thomas W.

**Some Conditions When Perceived Threats Do and  
 Do Not Provoke Violent Responses.**

Pub Date Aug 74

Note—22p. Paper presented at the Annual Meet-  
 ing of the American Psychological Association  
 (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—\*Aggression, \*Conflict, Emotional  
 Response, \*Interaction, Interpersonal Relationship,  
 \*Social Behavior, Speeches

**Identifiers**—\*Threat

This report discusses threats as they serve as  
 stressors in social situations. Extreme threats and  
 other stressors can accumulate to produce  
 behavior changes: perceived shortened time span,  
 diminished search for alternatives, decreased  
 planning, increased concreteness of thought, sim-  
 plification of thought process, and diminished at-  
 tention to events outside the area most  
 threatened. Threats which lack credibility are un-  
 likely to influence behavior except to invoke  
 some hostility. Threats work most effectively  
 when the threatened party believes them. Bigger  
 threats inhibit actions more effectively than  
 smaller ones, but threats merely sufficient to do  
 their jobs may produce the largest change of  
 values and attitudes. Ambiguous threats may ap-  
 pear as noncontingent ones to their targets, in  
 which case they are provocative. This analysis  
 does not make many assumptions about the tar-  
 gets of threats, for the idea of contingency, espe-  
 cially as perceived by the threat target, seems  
 adequate to explain most of the effects discussed.  
 (Author/PC)

**ED 098 463** CG 009 236

Rosenberg, Helen Bonoma, Thomas V.

**A Social Influence Rating Method for Group In-  
 teraction and Some Pilot Results on Group  
 Therapy Process.**

Institute for Juvenile Research, Chicago, Ill.

Pub Date [73]

Note—3p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—\*Codification, \*Communication  
 (Thought Transfer), \*Formative Evaluation,  
 Group Dynamics, \*Group Therapy, Interaction,  
 Research Projects, Social Exchange Theory,  
 \*Social Influences, Speeches

A theoretically-derived, easily employable, and  
 widely applicable coding system for processing  
 analysis of small group discussions is described.  
 The system was constructed from established so-  
 cial influence theory, and pilot results from ap-  
 plication of the system to group therapy interac-  
 tions were presented. Eighty percent of all group  
 communications were found to be either influence-re-  
 lated or direct influence attempts. Influence-re-  
 lated probes, disclosures, and reinterpretations  
 were employed significantly more by both

therapists and patients than overt or manipulative influence categories. Therapists, however, used influence-related communications less than did their patients. No sex differences in influence usage were disclosed. (Author)

**ED 098 464** CG 009 240

**The Canadian Classification and Dictionary of Occupations (CCDO)-A National Classification and Counseling Instrument.**

Pub Date Jun 73

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—\*Career Planning, \*Classification, \*Codification, Counseling, Information Retrieval, \*Occupational Information, Research Reviews (Publications), Speeches

**Identifiers**—\*Canada

This document is a review of Canada's attempt to develop a standardized, multipurpose occupational classification system suited to national requirements. The main objective of Volume 1 of the CCDO is to provide an instrument for use in manpower research and analysis, for statistical survey purposes, census taking, and for operational activities such as placement, counseling, training, and immigration. The basic principle used in the development of categories is the "kind of work performed." There are three distinct categories, including: (1) 23 major groups which describe broad fields of work; (2) 81 minor groups which are further subdivisions of related fields of work; and (3) 498 unit groups which describe related groups of occupations. CCDO Volume 2, "Occupational Qualification Requirements," provides a useful instrument for vocational and career counseling, as well as placement, by stressing the common requirements for broad groups or clusters of similar occupations. Each chapter in Volume 2 introduces the reader to the variety of work performed in the occupations comprising the chapter, including: (1) a summary of what the workers do; (2) a qualifications profile summarizing requirements for the group of occupations; (3) a narrative section which describes the data presented in the qualification profiles; and (4) a section on advancement and transfer possibilities within the group of occupations. (Author/PC)

**ED 098 465** CG 009 255

**Blake, Brian F. And Others**

**The Early Adolescent's Personality and His Style of Marijuana Use.**

Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—\*Behavior Patterns, Drug Abuse, Individual Characteristics, \*Marijuana, \*Personality Studies, School Surveys, \*Secondary School Students, Speeches, \*Student Characteristics

Students in four metropolitan high schools participated in a survey of marijuana use. It was found that the personality traits of these early adolescents were related to the "style" of their marijuana usage, i.e., to the social conditions under which they tended to use the drug. Further, a given personality trait's relationship to the style of usage was different from its relationship to the frequency of a person's marijuana usage. Frequency of marijuana usage was greater among individuals with a personality profile suggesting dependence on others and heedlessness. Style of usage, on the other hand, depended on whether one had a constellation of characteristics suggesting boldness or a configuration suggesting tendencies to be self-assured and socially alert. Implications of the results for understanding the dynamics of marijuana usage and for the development of drug education programs were discussed. (Author)

**ED 098 466** CG 009 257

**Coombs, Lolagene C. Coombs, Clyde H.**  
**Measuring Conjoint Preferences for Family Composition.**

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the Population Association of America (New York, New York, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—\*Cross Cultural Studies, Family Characteristics, \*Family Planning, \*Measurement Techniques, \*Models, \*Research Methodology, Speeches, Theories, Validity

This document reports on the development of a measurement model aimed at determining preference for sex and number of children in a family. These new scales reflect the utility for sex and number of children, disentangle their separate effects, and provide independent measures of each. They are sensitive to deviations from a first choice, and index an underlying preference structure that is often at variance with a stated first preference. Two advances in psychological measurement theory provide the basis for the models and measures developed and tested in both the experimental and field data. The authors detail the development of both the model, using conjoint measurement theory, and the scales, using the unfolding theory. Six different models of family composition have been tested in exploratory work to date. They range from the simplest—that the utility for a boy adds to the utility for a girl to give the utility for a family—to a threshold model which implies some sort of stopping rule, such as having at least one or two sons. The most viable model asserts that the relevant variables are the total number of children and the algebraic difference between the number of boys and the number of girls preferred. A cross-cultural analysis of scale validity is reviewed. (Author/PC)

**ED 098 467** CG 009 276

**Eckstein, Daniel G.**

**Improving Counselor Effectiveness by Means of Feedback and Encouragement.**

Pub Date Aug 74

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—Counseling Effectiveness, \*Counselor Evaluation, \*Counselor Training, \*Evaluation Methods, \*Feedback, Practicums, \*Practicum Supervision, Reinforcement, Speeches

**Identifiers**—\*Perceptual Characteristics Scale

This study investigated the use of feedback and encouragement in improving counselor effectiveness. Clients judged their counselors significantly higher than did expert raters. However, a significant correlation occurred between the client and rater opinions concerning helpful counselors. Counselors receiving feedback based on client-rater evaluations and also obtaining encouragement to plan and implement alternative behaviors improved significantly more on their pre-post total scores than did a matched control group of counselors. All counselors improved their client-rater scores as a result of a supervised practicum experience. Implications and suggestions for counselor supervisors are included. (Author)

**ED 098 468** CG 009 287

**Wenrich, Ralph C.**

**Is "Work" Still a Dirty Word?**

Pub Date Aug 73

Note—19p.; Paper presented at the Michigan Career Education Conference (August 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—\*Career Education, \*Educational Objectives, \*Educational Philosophy, Speeches, State of the Art Reviews, \*Technical Education, \*Vocational Education

This paper discusses new projections for career education, particularly in Michigan. The author maintains that the emphasis for vocational education must be on the individual and his need for satisfying work. He discusses what work is, the meaning of work through the ages, and why men work. He proposes a list of needs which can be satisfied, in part at least, through work. These are: (1) need for income, (2) need for activity, (3) need for self-respect and the respect of others, (4) need for social contacts and participation, and (5) need to express one's self creativity. According to the author, the traditional controversy between vocational educators and those advocating a liberal education is no longer necessary. Technology has brought the sciences and the arts to vocations, so that study in preparation for a career is a means of providing a broad and liberating education. Education for work and education for living are really two sides of the same coin. (Author/HMV)

**ED 098 469**

CG 009 298

**Chasen, Barry J.**

**An Intern Tries Consultation.**

Pub Date Feb 74

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—\*Counseling Programs, \*Counselor Training, \*Guidance Personnel, \*Internship Programs, Practicums, Program Descriptions, Pupil Personnel Workers, \*School Psychologists

This paper describes a program of regular consultation with teachers at two elementary schools by an intern school psychologist. Teachers signed up for the consultation on a voluntary basis. Results indicate that student-clients significantly improved after their teachers participated in the consultation program. How the consultation model was organized, conducted, and evaluated is presented. The themes of the sessions and school differences are discussed. (Author/HMV)

**ED 098 470**

CG 009 333

**Patty, Rosemarie Anderson**

**The Motive to Avoid Success and Instructional Set.**

Pub Date 74

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

Available from—Rosemarie Anderson Patty, Department of Psychology, Wake Forest University, Winston-Salem, North Carolina 27109

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—\*Behavior Patterns, \*College Students, \*Females, \*Goal Orientation, Individual Psychology, Speeches, \*Success Factors

The motive to avoid success has been conceptualized as an ambivalence in life-goal directions, particularly characteristic of white college women. The presence or absence of the motive to avoid success was found to interact significantly with two experimental sets of instructions: Difficult vs. Easy (Experiment 1) and Internal vs. External Locus-of-Control (Experiment 2). Women exhibiting the motive to avoid success performed better on Digit Span (Backwards) following Easy and External-Control Instructions while women not exhibiting the motive to avoid success performed better following Difficult and Internal-Control Instructions. (Author)

**ED 098 471**

CG 009 339

**Quinn, Robert P.**

**Program Development for the Workplace: Necessary Questions and Hidden Assumptions.**

Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—Individual Characteristics, Job Analysis, \*Job Development, \*Objectives, \*Problem Solving, \*Program Development, \*Program Improvement, Speeches, State of the Art Reviews, Work Environment

The author proposes that four basic questions be answered prior to the institution of any program of job improvement at the workplace, regardless of the problem or the solution involved. Each of the questions may help bring to light some hidden assumptions and, in doing so, may clarify the goals of program development. These questions are: (1) Whose goals are to be achieved by the program? (2) What problem is the program attempting to solve? (3) What assumptions are being made about the motivation and other personal characteristics of those workers involved in the program? (4) What goals are ignored by the program? The author discusses each question as it relates to the evaluation of job-related problems. (Author/PC)

**ED 098 472**

CG 009 341

**Marriott, Cindy**

**Environmental Events and the Timing of Death.**

Pub Date 74

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

**Descriptors**—Behavior Patterns, \*Death, \*Environmental Influences, \*Intervention, \*Senior Citizens, Social Attitudes, \*Social Environ-

ment, Social Influences, State of the Art Reviews

There is some evidence that the timing of death may not be random. Taking into consideration some of the variables which possibly affect death, this paper reviews intervention techniques with the possible goal of saving lives. Knowing that the elderly respond to the environment, society should accept as its responsibility the provision of support within that environment. The author sees this support as coming from community-based intervention which would hopefully delay death, allowing the elderly to remain as functional members of society, and returning the elderly to the mainstream of society. Part of this environmental intervention relates to changing society's attitudes toward aging. The other thrust of the paper is toward community intervention, where the importance of marriage and friends is emphasized. (Author/PC)

ED 098 473 95 CG 009 352

Neonatal Narcotic Dependence. Report Series 29, No. 1.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. National Clearinghouse for Drug Abuse Information.

Report No.—DHEW-ADM-74-53

Pub Date Feb 74

Note—13p.

Available from—National Clearinghouse for Drug Abuse Information, P. O. Box 1908, Rockville, Maryland 20850

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Diagnostic Tests, \*Drug Abuse, Identification, \*Infants, Information Dissemination, \*Medical Treatment, \*Pregnancy, Research Projects

This brief report from the National Clearinghouse for Drug Abuse Information is intended to give the general public an overview of the subject of neonatal narcotic dependence. It discusses the problems which the addicted mother and her baby present hospital staffs as they relate to improper postnatal care and infant mortality rates. The report reviews the diagnostic methods for determining addiction in newborns as well as the treatment processes. The controversy over methadone treatment for heroin addiction is also discussed in light of the severity of withdrawal symptoms. One definite conclusion reached in the report is that a narcotic-dependent woman can give birth to a baby who is dependent on narcotics. If the dependence is severe enough and the baby is untreated, its life can be endangered. These facts alone indicate the need for further research in this area. (Author/PC)

ED 098 474 95 CG 009 356

Teenage Delinquency in Small Town America. Research Report No. 5.

National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.

Report No.—DHEW-ADM-75-138

Pub Date 74

Note—9p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-00401; \$0.25)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Behavior Patterns, \*Delinquency, \*Delinquency Causes, \*Delinquent Identification, Research Projects, \*Socially Deviant Behavior, Social Problems, \*Teenagers

This brief pamphlet reports on a study of teenage delinquency outside cities. For seven years, the author followed the careers of all boys who were sophomores in 1964 in 14 high schools in one of Oregon's nonmetropolitan counties to see what patterns of delinquency developed in the group. By correlating his findings with those of a slightly later study of deviance among Philadelphia high school boys, he has conclusively shown that there are remarkable similarities between delinquency in town and cities. Patterns of delinquency included the finding that more than half (56 percent) of the juvenile delinquents continued to commit offenses after leaving high school. A predictor of adult criminal behavior was the timing of juvenile delinquencies, with 73 percent of those boys who committed offenses both before and after the first semester of their sophomore year going on to commit offenses as young adults. The report describes who, among

the high school students, became an offender, and when, as well as those characteristics of delinquency within the group. (Author/PC)

ED 098 475 95 CG 009 363

Beckman, Linda J.

Relative Costs and Benefits of Work and Children to Professional and Non-Professional Women.

California Univ., Los Angeles. Dept. of Psychiatry.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Aug 74

Note—27p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Career Planning, \*Females, \*Motivation, \*Parent Attitudes, Professional Occupations, \*Social Exchange Theory, Speeches, \*Working Women

This study investigated the relative rewards and costs of parenthood and working as perceived by 63 professional and 60 nonprofessional women between the ages of 28 and 39 who were childless, had small families, or had large families. A social exchange theory was suggested as the general theoretical framework for the study. The overall pattern of results suggested that women with different numbers of children and occupational statuses showed different relative costs and benefits of parenthood and work. In particular, women with larger families had a higher general satisfaction with parenthood than those with small or no families. Those who were childless saw higher general costs associated with parenthood than those with small or large families, and professional women also saw greater costs of parenthood than did the nonprofessional women. General motivation for work was found to be higher among the professional women. Other significant differences were found between subgroups of women who differed in work status or family size in terms of their responses to both open-ended and structured questions regarding their motivation for parenthood and working. (Author)

ED 098 476 95 CG 009 364

Deaux, Kay

Women In Management: Causal Explanations of Performance.

Pub Date Aug 74

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Age Differences, \*Females, \*Job Satisfaction, \*Managerial Occupations, \*Performance Factors, Promotion (Occupational), Research Projects, Sex Differences, Speeches, \*Success Factors

This paper reports on exploratory studies to determine whether sex differences in the attribution process are operative among first-level management positions. Studies were conducted within several organizations using similar procedures in each. First-level management males and females, matched as closely as possible, were asked to describe an occasion on which they felt they had been most successful and an occasion on which they felt they had been least successful. For each situation the managers were asked to rate the importance to the outcome of a number of causes: ability, effort, ease or difficulty of the task, and luck. In addition, these persons were asked to evaluate themselves on a number of characteristics relevant to their job performance and to complete a questionnaire measuring job satisfaction. Results indicated that the patterns of male and female managers showed a surprisingly high degree of similarity, giving weight to the argument that males and females in equivalent positions are more similar than different. Ability differences occurred between the two groups, with males consistently rating their performance and ability higher and attributing success more to their ability. For the female managers, estimates of ability were significantly linked to self-estimated physical attractiveness and to their perceived relationship with their supervisors. Attitudinal differences between young and older management women were also noted. (Author/PC)

ED 098 477 95 CG 009 368

Bond, Lloyd And Others

On the Validity of the Psychosocial Maturity Inventory: The Social Adequacy Subscales and Social Action. Report No. 177.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-177

Pub Date Jun 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—College Students, \*Individual Development, \*Interpersonal Competence, Maturation, Research Projects, Social Behavior, \*Social Development, \*Social Maturity, \*Test Validity

Identifiers—\*Psychosocial Maturity Inventory

This study provides evidence for the validity of the Social Adequacy subscales of the Psychosocial Maturity Inventory: Social Commitment, Tolerance, and Openness to Change. A group of students who invested substantial time and energy in social action projects directed toward helping others was compared with a randomly chosen control group. The group involved in social action projects scored significantly higher than the control group on all three subscales as well as the Social Adequacy summary score. (Author)

ED 098 478 95 CG 009 372

Reichert, Paul A. Werley, Harriet H.

Evaluation of Information Imparted in a Sexual-Contraceptive Educational Program for Teenagers.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Aug 74

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974); Study conducted at Wayne State University Center for Health Research

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Educational Programs, Information Dissemination, \*Information Needs, Program Evaluation, Program Improvement, \*Sex Education, \*Sexuality, Speeches, \*Teenagers

Many of today's teenagers are sexually experienced but lack the knowledge they need to avoid the emotional and physical problems resulting from unwanted pregnancy and venereal disease. With this fact in mind, a study was conducted in collaboration with the Planned Parenthood League Inc., of Detroit in order to generate specific content-oriented data in the area of evaluating sex education programs for teenagers. A sex knowledge questionnaire was administered to a sample of female teenagers before they attended an educational rap session and again approximately 10 weeks later. The results indicate that the education session provided a good deal of information which was retained over time. Detailed results are presented which show whether the teens knew, did not know, or were misinformed about each item, and knowledge scale scores are presented for various subgroups of the sample. (Author)

ED 098 479 95 CG 009 373

Caskey, Owen L.

The Conditions of Institutional Change.

Pub Date Mar 74

Note—6p.; Presentation to the University of New Mexico College of Education faculty-student retreat (March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Change Agents, \*Change Strategies, Educational Innovation, \*Educational Planning, Higher Education, \*Institutional Role, Speeches, \*Taxonomy

The author proposes a method of examining and organizing the principles relating to the conditions of institutional change. Those conditions of change involve principles which relate to three elements—people, places, and things. Within these categories, principles may be enumerated which operate to facilitate or restrain change or innovation within educational institutions. The relationship of people to institutional change is summarized with two fundamental principles: (1) the translation of a theoretical curriculum into program reality is always a matter of personal in-

volution; (2) the changes most often realized are those clearly perceived by people. Just as change involves people, change also occurs at given places, at given times. As an institution orients change to goals, several principles seem to be appropriate. These include: (1) any institution can assimilate only so much change in a given period of time; (2) change requires time, but not in proportion to the extent of change. In order to complete this sequence of change which relates people to things, the author places a premium on communication with those who are responsible for accomplishing program objectives. When change actually occurs, it is a result of people who have a commitment, working hard in programs to which they have a dedication, doing things which make a difference. (Author/PC)

**ED 098 480** CG 009 375

Thomas, Patricia J. And Others  
Perceptions of Discrimination in Non-Judicial Punishment. Technical Report No. 74-22.

Naval Personnel and Training Research Lab., San Diego, Calif.  
Pub Date Jun 74  
Note—73p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Discipline Policy, \*Discipline Problems, Discriminant Analysis, Discriminatory Attitudes (Social), \*Ethnic Groups, \*Military Personnel, Perception, \*Punishment, Research Projects, \*Social Discrimination

Nonjudicial punishment is frequently the target of racial discrimination in the military because of the discretion permitted those reporting and disciplining violators. This study seeks to determine: (1) whether existing records indicate that nonjudicial punishment is administered without regard to race; and (2) whether blacks and whites perceive discrimination in discipline, job assignments, and opportunity for advancement. A pair of chief personnel-men, one black, one white, boarded over 70 ships on the east and west coasts to search disciplinary records for data and to administer an attitude questionnaire to 324 sets of personnel. Conclusions from the study revealed no significant differences in the treatment of blacks and whites for whom reports were filed. The authors acknowledge that this does not mean that equality of treatment has been established, since there is no way of knowing the number of offenders of each race who were not put on record or were disciplined by their division officers. The item responses and the written comments revealed that, regardless of the data in ships' records, blacks believed they were being discriminated against in the areas of job assignments, discipline, and recommendations for advancement. (Author/PC)

**ED 098 481** CG 009 379

Emile, Emily F.  
The Effects of Crowding and Interpersonal Attraction on Affective Responses, Task Performance, and Verbal Behavior.

Pub Date Aug 74  
Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Behavioral Science Research, \*Behavior Change, College Students, \*Group Dynamics, \*Interaction, Interpersonal Relationship, Secondary School Students, \*Space, Speeches, \*Verbal Communication

This report describes two studies in which 48 male college students and 144 male high school students, respectively, were assigned to high or low spatial density conditions and instructed to construct, as a team, an erector set model within a 40-minute period. High school students were assigned to high, middle, and low attraction groups on the basis of their ratings of their fellow classmates. The results indicated that subjects in both studies did not find those crowded conditions to be aversive or stressful or to influence their affective ratings of their fellow subjects. In the second study, while density had no main effects on task performance, under middle attraction conditions performance was impaired as a function of density. These findings suggest that while crowding did not necessarily result in a stressful experience, both social and spatial elements were important in obtaining group productivity. Overall, negative, and neutral verbal

behavior increased as a function of density. Neutral verbal behavior increased in high and middle attraction groups while it slightly decreased in low attraction groups as a function of density. There were no effects of density and attraction on positive verbal behavior. (Author)

**ED 098 482** CG 009 381

Daly, Jeanne  
Factors Affecting the Measurement of "Self-Esteem and Achievement of Inner-City Afro-American College Students."

Pub Date Aug 74  
Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Achievement, Aspiration, \*Attitudes, College Students, \*Educational Programs, \*Negro Students, Research Projects, \*Self Esteem, Socioeconomic Influences, Speeches

This report presents results of a study which investigated the variable self-esteem and its relationship to achievement of inner-city college students, socioeconomic and aspirational factors, and attitudes toward teachers, school, and self. The experimental group consisted of 39 "high risk" students, 38 of whom were black; all were enrolled for placement in an intensive education program (IEP). The control group consisted of 63 subjects who were not considered "high-risk," the ratio of which was 30 percent black. A comparison of mean gain in self-esteem at the end of 40 weeks of school showed a gain of .29 for the control group and a gain of 9.42 (significant at .01) for the IEP group. It was hypothesized that the rise in self-esteem scores for the IEP group resulted from participation in the IEP program rather than from college attendance per se. Speculation is made by the author on reasons why the initial self-esteem scores of the IEP subjects were so low, and important conclusions were drawn from the data concerning overall results of higher self-esteem in black students. Recommendations for further research are discussed. (Author/PC)

**ED 098 483** CG 009 383

Chandler, Michael  
Accurate and Accidental Empathy.

Pub Date Aug 74  
Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Empathy, \*Evaluation Methods, \*Measurement, \*Skill Analysis, \*Skill Development, Speeches, State of the Art Reviews

The author offers two controversial criticisms of what are rapidly becoming standard assessment procedures for the measurement of empathic skill. First, he asserts that assessment procedures which attend exclusively to the accuracy with which subjects are able to characterize other people's feelings provide little or no useful information about the process of empathic understanding. Second, he takes issue with those investigators who insist that empathy be defined as an interaction between discrete cognitive and affective responses, and argues that assessment procedures which require that subjects share, as well as understand, the feelings of others hopelessly confuse the processes of empathy and projection, and logically exclude the possibility of achieving an unambiguous index of empathic skill. In order to defend these claims, the author first characterizes the principal ingredients of the most current measures of empathic ability, describes what he feels are the major limitations of these procedures, and explicates specific corrective measures. (Author/PC)

**ED 098 484** CG 009 393

Danish, Steven J.  
A Training Program in Helping Skills: An Examination of What, How and If It Works.

Pub Date Aug 74  
Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Programs, \*Helping Relationship, \*Nonprofessional Personnel, Pro-

gram Effectiveness, \*Program Evaluation, Research Projects, \*Skill Development, Speeches, Training

This paper describes the current status of a helping skills program designed to train mental health paraprofessionals in relationship-building skills. Six skills were identified as the basis of the training program: (1) understanding the need to be a helper; (2) using effective nonverbal behavior; (3) using effective verbal behavior; (4) using effective self-involving behavior; (5) understanding others' communication; and (6) establishing effective helping relationships. The process of skill training involved defining and rationalizing the skill in behavioral terms, using models to demonstrate effective and ineffective examples, and giving opportunities for extensive supervised practice of the skill. The author describes briefly the prerequisites for entrance into the program and details the role of the program leader. After one year of formal use, the author sees significant merit for the program, although he does not offer statistical evaluation of its impact. (Author/PC)

**ED 098 485** CG 009 399

Germain, Adrienne Smock, Audrey  
The Status and Roles of Ghanaian and Kenyan Women: Implications for Fertility Behavior.

Pub Date Aug 74  
Note—48p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Birth Rate, \*Cultural Factors, \*Females, Identification (Psychological), Models, Research Projects, \*Role Perception, \*Social Status, Speeches

Identifiers—\*Ghana, Kenya  
Kenya and Ghana provide interesting case studies of the theory that women who have access to roles other than mother and whose status does not depend largely or solely on the number of children they bear will have fewer children. Kenyan and Ghanaian women have among the highest desired and actual fertility in the world. They also, relatively speaking, appear to have a degree of independence and breadth of roles which many women, Muslim women in particular, do not have. This paper documents briefly the status and roles of women in each of these countries, their fertility levels and what they imply for the theoretical model under consideration. (Author)

**ED 098 486** CG 009 402

Kilpatrick, Dean G. And Others  
Personality Correlates of Polydrug Abuse.

Spons Agency—Veterans Administration, Washington, D.C.  
Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Drug Abuse, Individual Characteristics, \*Life Style, \*Personality Assessment, Personality Problems, \*Predictive Ability (Testing), Research Projects, Speeches, \*Veterans

Although the personality correlates of heroin addiction, LSD use, and marijuana smoking have been frequently investigated, relatively few data are available to describe the personality or lifestyle variables correlated with the pattern of polydrug abuse. In an attempt to gather such information, 17 polydrug users, selected from a group of 224 young adult, male, hospitalized veterans were matched for socioeconomic class and age with 17 controls who reported no experience with drugs of any kind. Comparison of the two groups on several personality measures showed significant differences on indices of neuroticism, sensation-seeking, and state anxiety. On the basis of personality characteristics, veterans could be classified into drug usage categories with 97.05 percent accuracy. (Author)

**ED 098 487** CG 009 408

Raynor, Joel O.  
The Engagement of Achievement-Related Motives: Achievement Arousal vs. Contingent Future Orientation.

Pub Date 74  
Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Achievement, College Students, \*Goal Orientation, \*Motivation, Research Design, \*Self Esteem, Speeches

The author reviews research which examines a specific aspect of achievement arousal concerning the variable, "self-importance" of immediate activity. It also examines the relationship between "self-importance" and "future-importance"—that is, the extent to which possession of a certain personality attribute is believed necessary for achieving future goals. The author raises the question of whether the accentuation of characteristic effects of achievement related motives previously attributed to contingent future orientation is produced instead by contingent self-evaluation. Several as yet unpublished investigations into this area conclude that: (1) the effects of contingent self-evaluation (or self-importance, of immediate activity) are similar to those of contingent future orientation; and (2) when research views both effects of self- and future-importance simultaneously, both dimensions of motivational arousal are found to produce the greatest engagement of achievement-related motives. A study by Blumenfeld et. al. (1974) is cited as a basis for these later investigations, as is an unpublished study by Raynor and Mitchell (1974) which explores the joint effects of future- and self-importance on grades obtained in an introductory psychology course. Data tables and a bibliography are appended. (Author/CJ)

**ED 098 488 CG 009 409**

**Roberts, Sylvia**  
**Sex Discrimination in Academia—Can the Courts Provide an Answer?**

Pub Date 74  
Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Civil Rights, Court Litigation, \*Discriminatory Legislation, \*Equal Opportunities (Jobs), \*Females, Higher Education, \*Sex Discrimination, Social Discrimination, Speeches  
For many years, discrepancies in salary and advancements for men and women working in higher education went unchallenged, due primarily to the fact that no legal vehicle existed on which a suit could be brought other than the Fourteenth Amendment, which could apply only to state institutions or those which could be said to be substantially state related. This paper reviews the legal steps which have helped women battle sex discrimination in universities and colleges. It also describes in detail the first court case to make use of new anti-sexism legislation (Title VII of the Civil Rights Act of 1964) in 1973, quoting extensively from the fact findings made by the federal judge in the case. The speech also briefly describes actions pending. (Author/HMV)

**ED 098 489 CG 009 412**

**Weinrach, Stephen G.**  
**A Study of Counselor Mental Health as It Relates to Student Perception of Guidance Services.**

Pub Date Nov 74  
Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Counselor Characteristics, \*Guidance Programs, High School Students, Mental Health, \*Program Evaluation, Research Projects, \*Self Actualization, \*Student Opinion, Surveys  
**Identifiers**—Personal Orientation Inventory, Shostrom

This field study was undertaken to investigate the relationship between the level of counselor self-actualization and student evaluation of the guidance program. The sample included counselors in 23 Ohio high schools who completed "Shostrom's Personal Orientation Inventory" (POI) and their respective 11th grade students who completed "Wysong's Guidance Program Evaluation Student Survey" (GPES). Selected scores on the POI and GPES were correlated. Guidance programs which received a high rating by students tended to be administered by counselors who received high scores on the POI. It is suggested that counselor sex, age, and type and extent of graduate training should also be correlated with student evaluation of the guidance program. Recommendations for future research are made. (Author)

**ED 098 490 CG 009 414**

**Welkowitz, Joan And Others**  
**Conversational Congruence as a Criterion of Socialization in Children.**

Pub Date Aug 74  
Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Child Language, \*Interaction, \*Language Development, Language Patterns, \*Socialization, Social Maturity, Speeches, \*Speech Habits, Verbal Development

Piaget has suggested that a child's language reflects the degree to which he is able to take into account the point of view of his listener. His inability to do so results in what Piaget calls egocentric speech whereas what Piaget calls socialized speech indicates that the child actually adopts his listener's viewpoint and engages in an exchange of ideas. The present study was an initial effort to explore the potential of conversational rhythm as another criterion for distinguishing between egocentric and sociocentric orientations. Forty children were assembled into 20 same-sex pairs on the basis of age. The children in 10 of the pairs were between 5 and 6 years of age; the other 10, between 6 and 7 years old. Each pair engaged in a 20-minute conversation on each of two occasions. The 40 conversations were electronically analyzed in terms of pauses (silences within the utterances of a single speaker) and switching pauses (Silences between the utterances of two speakers). The results indicated that the average duration of pauses and switching pauses were consistent within conversation and from conversation to conversation both for the younger and older pairs. (Author)

**ED 098 491 CG 009 445**

**Moore, Kristin A.**  
**Fear of Success: The Distribution, Correlates, Reliability and Consequences for Fertility of Fear of Success Among Respondents in a Metropolitan Survey Population.**

Pub Date Aug 74  
Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)  
Available from—Center for Research on Social Organization, University of Michigan, 330 Packard, Room 214, Ann Arbor, Michigan 48104

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Adults, \*Anxiety, \*Fear, \*Psychological Patterns, Racial Differences, Research Projects, Role Perception, \*Sex Differences, \*Success Factors, Surveys

**Identifiers**—TAT, \*Thematic Apperception Test

This study was designed to extend discussion of fear of success beyond the college population, using Horner's original coding scheme to examine the thematic imagery of TAT stories told by a cross-section of the public during a survey interview. The data collected from this sample of the general public contrasted in several ways with data gathered among college students. First, the percentage of respondents who told fear of success stories were generally lower among the non-college population. The groups with a high incidence of fear of success were those most similar to college students. Other findings of researchers studying college students were corroborated: (1) blacks were significantly less likely to tell fear of success stories than whites; (2) males told fear of success stories to a male cue almost as often as females did to a female cue. In this study, women who both feared success and were traditional had significantly larger families than women who either did not fear success or who feared success but were not traditional. There is now under way a more detailed analysis of fear of success among the currently-married female females in the study, aged 18 to 55. (Author/PC)

## CS

**ED 098 492 95 CS 001 274**

**Teaching Guide for Reading K-6. Fruitful Ideas.**  
Oklahoma Curriculum Improvement Commission, Oklahoma City; Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74  
Note—257p.; Prepared by Logan County Elementary Teachers

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

**Descriptors**—Creative Writing, Elementary Grades, Evaluation, Independent Reading, \*Instructional Aids, Kindergarten, Listening, Motivation, Oral Expression, Oral Reading, Phonics, \*Reading, Reading Comprehension, Reading Difficulty, Reading Speed, Study Skills, \*Teaching Guides, Vocabulary

**Identifiers**—Elementary Secondary Education Act Title V, ESEA Title V

The purpose of this guide, developed by a committee of Logan County Elementary reading teachers, is to provide reference materials for the classroom teacher concerning reading lessons in several areas. Contents include sections on kindergarten, listening, phonics, vocabulary, oral reading, comprehension, following written directions, rate of reading, evaluation of child's progress, study skills, speaking, creative writing, reading difficulties, motivation, reading for enjoyment and independence, expanding interests and tastes, and instructional materials. (JM)

**ED 098 493 CS 001 340**

**State of Washington Guidelines for School-Based Component, Right to Read Plan of Action School-Based Component, and Criteria Leading to Excellence in Reading Programming.**

Washington State Board of Education, Olympia. Pub Date 73

Note—21p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Administrative Agencies, \*Guidelines, Program Design, \*Program Development, Reading, \*Reading Improvement, Reading Instruction, \*Reading Programs  
**Identifiers**—"Right to Read, Washington

Three facets of the state of Washington's Right to Read program are presented in this document. The facets include: "Guidelines for School-Based Component," which discusses goals and objectives, basic assumptions, role of the state education agency, role of the local education agency, role of the right to read consultants, role of the reading director, and evaluation and progress reporting; "School Based Component," which presents the nature and scope of funding, source and conditions of funding, state responsibilities, local school district responsibilities, assumptions on which the program is based, relationship of the project to regular operations and programs of the state education agency, phases of the right to read plan of action, and long range consequences; and "Criteria Leading to Excellence in Reading Program," which lists 25 criteria intended to assist the local education agency in evaluating its reading program. (WR)

**ED 098 494 95 CS 001 352**

**Geyer, John J. Mayes, Bea**  
**Reading Programs That Work: A National Survey.**

New Jersey State Dept. of Education, Trenton. Office of Program Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74  
Note—152p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—Early Childhood Education, Elementary Education, Inservice Teacher Education, \*National Surveys, \*Program Descriptions, Program Effectiveness, \*Reading Diagnosis, \*Reading Instruction, Reading Materials, \*Reading Programs, Secondary Education  
**Identifiers**—Elementary Secondary Education Title III, ESEA Title III, New Jersey

This directory contains comprehensive descriptions of diagnostic-prescriptive reading programs for which some success has been demonstrated in the classroom as shown by statistical evidence of significant improvement in student learning. The programs chosen do not constitute all the diagnostic-prescriptive reading programs available nor were all such programs considered for inclusion. The program descriptions offer information related to program rationale, materials, classroom organization, inservice training, cost, evaluation data on student achievement, and, where possible, the location of New Jersey school districts using the program. The table of contents lists the programs by title and relates each to specific

grade levels. In all, 24 programs are described. (TO)

**ED 098 495** CS 001 372

**Reading Laboratory: Remedial Reading Laboratory Project, Pender County, North Carolina; A Program Using Reading Teachers and Teacher Assistants to Help Disadvantaged Children Overcome Their Reading Deficiencies.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.

Pub Date Apr 74

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Budgets, Educational Facilities, Inservice Education, Instructional Materials, Parent Participation, Personnel, Preservice Education, Program Descriptions, Program Evaluation, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Remedial Reading

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I, North Carolina

Based on one school district's project for the 1973-74 school term, this report covers the activities of 10 rural North Carolina schools involved in an Elementary and Secondary Education Act, Title I, reading laboratory program during its fifth year of operation. Contents of the report include an analysis of the district's needs, a sketch of the context of the program, descriptions of the program's scope and personnel, and discussions of preservice-inservice education, facilities, materials and equipment, parental involvement, evaluation, and budget. (JM)

**ED 098 496** CS 001 376

Singleton, Roy, Jr.

**Instructional Packaging: The Efficacy and Utility of the Learning Module as a Major Vehicle in Competency Based Teacher Education Programs in Reading and Language Arts at the University of North Florida.**

Pub Date May 74

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Activity Units, \*Curriculum Design, Educational Strategies, Higher Education, Inservice Teacher Education, Language Arts, \*Performance Based Teacher Education, \*Reading Instruction, Teacher Education

The learning module facilitates public cognizance of learning goals and objectives, specified competencies, learning activities, assessment modes, and criteria levels. These modules enable pre- and inservice teachers to achieve specified competencies in teaching reading and language arts. The rationale for the use of the learning module as the major vehicle for the instructional delivery system in a competency-based program for training teachers in the areas of reading and language arts is presented in this document. The functions, development, and structure of the modules and their components, and the resultant instructional package are examined and reported. Also contained are such features as the rationale for the objectives of the module, operational instructions, alternate learning activities, recycling procedures, evaluation checklists, activity schedules, reference lists, brief practice exercises, and pertinent forms. (Author/TO)

**ED 098 497** 95 CS 001 379

Henry, George H.

**Teaching Reading as Concept Development: Emphasis on Affective Thinking.**

International Reading Association, Newark, Del. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—128p.

Available from—International Reading Assn., 800 Barksdale Road, Newark, Delaware 19711 (Order No. 852, \$5.00 nonmember, \$3.50 member)

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—\*Concept Formation, \*Concept Teaching, Conceptual Schemes, English Education, \*Language Arts, Learning Processes, Reading, \*Reading Instruction, Teaching Procedures

The purposes of this monograph are to reveal how the language arts teacher at any level of instruction might go about the teaching of reading as concept development and to suggest that this method of teaching reading be made part of the preparation of both the reading teacher and the English teacher. The monograph is composed of two parts. Part 1, which presents the theoretical aspects, discusses (1) the need for a general theory of concept development and (2) establishing the theory of concept development, including the logical process of conceptualization, joining as a logical process, structure as process, feeling and cognition, and contrast as separation and exclusion. Part 2, which looks at the practical aspects, discusses reading readiness, the spiral curriculum, relationships, reading as relation, reading as structuring, and suggested future research in reading as affective thinking. (WR)

**ED 098 498** CS 001 384

Downing, John  
**The Effectiveness of I.T.A. (Initial Teaching Alphabet) in the Prevention and Treatment of Dyslexia and Dysgraphia.**

Pub Date Nov 69  
Note—19p.; Paper presented to the World Mental Health Assembly (Washington, D.C., November 17-21, 1969)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Dyslexia, \*Initial Teaching Alphabet, Literature Reviews, \*Orthographic Symbols, Reading, \*Reading Difficulty, Reading Failure, \*Reading Instruction, Spelling  
**Identifiers**—British Schools Council, \*Traditional Orthography

The Initial Teaching Alphabet (i.t.a.), devised by Sir James Pitman as a simplified alphabet for beginning readers, consists of 44 characters plus a set of rules for standard spellings of English words using these characters. The characters and rules are designed to ensure easy transition from i.t.a. to traditional orthography (T.O.). In September 1969 the British Schools Council published a comprehensive review of the use of i.t.a. for the teaching of literacy after nine years of research and experimentation in i.t.a. Research findings show that the unadulterated use of T.O. for beginning reading and writing reduces the potential of average and above average children in the early years of school and actually increases the incidence of reading and writing disabilities. In contrast, i.t.a. enriches the early school experiences of most children and also provides a highly effective preventive measure to guard against reading and writing disorders. For remedial treatment, i.t.a. seems to be most effective when students are exposed to it for the greater part of their working day. These conclusions may now be extended to literacy learning in English when students have some other mother tongue. (JM)

**ED 098 499** CS 001 386

Dixon, Lois S.

**Generalization Testing as an Analysis of the Acquired Semantics of a Receptively Trained Discrimination.**

Pub Date Sep 74

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Discrimination Learning, \*Language Skills, Perceptual Development, Primary Grades, Reading, \*Reading Research, Reinforcement, \*Semantics, \*Thought Processes

The purpose of this study was to determine if children given spatial relationship training had learned a definition and/or conceptualization of "in front" which was limited to two distinctly different classes of objects functioning in a specific relationship. Twenty-one children who had completed the "in front" training were given three sets of stimuli where the relational objects were given some or all of the properties of the referent objects as used in the training program. The trained criterion discrimination was tested prior to each generalization test to insure that the trained discrimination was maintained. All correct responses were reinforced. Six of the 21 children scored 81 percent correct or better on all three tests. Subsequent research with these children showed that they maintained their per-

formance under various changes in the structure of the verbal instruction, such as: "Point to the duck in front of the cow"; "Point to the one in front of the cow"; "Point to the cow in front." Two of the 21 children performed at or near chance level on all three tests, and of the 13 remaining children, nearly all performed at a high level of accuracy on both the full-face orientation and the opposite profile orientation. (WR)

**ED 098 500** CS 001 388

Whitson, Duane A. And Others

**Reading Techniques, A Secondary Reading Course Seven Years, and 5,000 Students Later.**

Trenton Public Schools, Mich.

Pub Date 74

Note—94p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Curriculum Evaluation, Elective Subjects, Language Arts, Reading, Reading Improvement, \*Reading Instruction, \*Reading Programs, \*Reading Skills, Secondary Education

This document presents a comprehensive reading program developed for the secondary school, grades 7-12, that is an integral part of the language arts curriculum. The contents include: "Overview," which discusses the reading approach used with the students, the organizational scheme, the materials used for instruction, and the evaluation of pupil progress; "Description of Evaluation," which makes up the bulk of this document discusses pretesting and posttesting for the skill areas of vocabulary, comprehension, rate, and study skills; "Evaluation of Test Results," which reviews the results of testing for both the cognitive and the affective domain in the areas of vocabulary, comprehension, and rate; and "Projection," which discusses further extension of the program. Appendices provide a developmental reading program that is part of a nongraded, phase elective English curriculum, and evaluation techniques for a secondary reading course. (WR)

**ED 098 501** CS 001 391

Narang, Virginia And Others

**Word Identification for ESL [English as a Second Language] Readers.**

Bristol Community Coll., Fall River, Mass.

Pub Date 74

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Decoding (Reading), \*English (Second Language), Language Skills, Reading, Reading Programs, \*Reading Skills, \*Structural Analysis, Vocabulary, \*Vocabulary Skills

**Identifiers**—\*Right to Read

Word identification involves many possible strategies in order for the reader to familiarize himself with vocabulary to gain meaning. One strategy is the development of sight vocabulary; another is phonetic analysis, which includes sound-symbol correspondence, syllabification, and accent; and a final strategy is structural analysis, which includes roots, compound words, inflected endings, prefixes, suffixes, and contractions. The reader, however, should not become totally dependent on these strategies; such dependency could result in serious problems. Elementary level English as a Second Language (ESL) readers will have varying degrees of difficulty in identifying words, depending on the nature of their native script and the transfer to English print. Word identification may or may not be an important aspect to a reading program for the individual reader. It is important, however, that the ESL reader be familiar with the multitude of ways of identifying words in order to gain meaning. (Author)

**ED 098 502** CS 001 393

Mullins, J. B.

**Bibliotherapy for People in Quarandies.**

Pub Date Sep 74

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Bibliotherapy, Composition (Literary), \*Creative Writing, Educational Therapy, Emotional Adjustment, \*Literature, Literature Appreciation, Rehabilitation, \*Therapy

Bibliotherapy, a therapy using the reading of literature as well as the act of creative writing, should be considered as a therapeutic technique in its own right, not just as an alternative to other therapies. It may help any age or ability level, including those who are blocked in more self-searching therapy, and it may also contribute to a more general understanding by society of people who have been neglected or misunderstood. The use of literature about people who are deviant by virtue of physical or behavioral problems may be beneficial to parents, teachers, and therapists, while the technique of personalized creative writing can provide special meaning to exceptional people themselves and should be encouraged. (JM)

ED 098 503 CS 001 395

**Summer Television Project.**

Evansville-Vanderburgh School Corp., Ind.; Indiana State Dept. of Public Instruction, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

**POSTAGE**

Descriptors—\*Arithmetic, Basic Skills, Early Childhood Education, \*Educational Programs, Elementary Education, Inservice Teacher Education, Junior High Schools, Mathematics, Parent Participation, \*Reading, \*Summer Programs, \*Television

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III, Indiana

Three general goals guided the creation of this summer education project: to maintain academic basic skills over the summer months, to involve parents in the learning process, and to involve teachers in reading inservice training. The summer television programs available to all Indiana children are "Ride the Reading Rocket" for grade 2; "Catch a Bubble" for grade 3; "Up, Up and Away" for grades 4-6; "A Math-A-Magical World" for grades 5-8; and "Summer Journal" for grades 7-9. In addition, a series of 10 inservice reading programs for teachers and 1 program for parents of preschoolers have been produced. Included in the project packet are a detailed report of the project, three different brochures describing the television programs for children, suggested motivational strategies for teachers, and information for teachers on the inservice television series. (JM)

ED 098 504 CS 001 411

Schonell, Fred J. Goodacre, Elizabeth

**The Psychology and Teaching of Reading. Fifth Edition.**

Pub Date 74

Note—230p.

Available from—Oliver & Boyd, Croythorn House, 23 Ravelston Terrace, Edinburgh EH4 3TJ, Scotland (1.75 pounds)

**Document Not Available from EDRS.**

Descriptors—Basic Reading, \*Early Reading, \*Educational Psychology, Elementary Schools, Junior High Schools, Reading Ability, Reading Development, \*Reading Instruction, Reading Materials, Reading Programs, Slow Learners, Story Telling, Word Recognition

A scientific approach to the teaching of reading is provided in this book. The chapters are: "Psychological Factors in Word Recognition," "Factors in Reading Ability," "Preparatory Period in Learning to Read," "A Psychological Analysis of Reading Methods," "Organization of Reading in Infant Classes," "Organization of Reading in Junior Classes," "Understanding and Interpretation," "Telling Stories and Reading Books," "Providing for Personal Needs and Interests," "Methods and Materials for Older Backward Readers." The appendix provides: a list of language development programs and materials, a list of slide programs and cassettes to help encourage reading, a list of booklets on reading materials, information about the Schonell "Graded Word Reading Test," a list of individual and group reading tests, and a list of periodicals on children's literature. (SW)

ED 098 505 CS 001 413

Broman, Harold

**Put Some (Spice) in Your Reading.**

Bellevue Public Schools, Wash.

Pub Date 72

Note—9p.; Marginal legibility on some pages

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Elementary Education, Language Arts, \*Learning Activities, \*Reading Instruction, \*Teaching Techniques, \*Word Study Skills

Suggestions for enriching reading programs are divided into six categories in this booklet. Part 1, describing syllable work, recommends using syllable strips (rather than ordinary jigsaw puzzles), word groups, and student teams to work with unscrambling syllables. Part 2 suggests an activity for working with double consonant words, for example, listing words with two pairs of double consonants and then experimenting with omissions and additions. The activity may be called: Which one is right? Part 3 suggests building a good collection of word lists, such as finding words that contain words—his, is—and deleting one letter to create a new word. Part 4 recommends the use of syllables in teaching and reviewing phonetic elements. Part 5 offers activities for building vocabularies, and part 6 lists some fun activities for starting each day. (SW)

ED 098 506 CS 001 414

**Helpful Do's for Parents in the Reading Program.**

Bellevue Public Schools, Wash.

Pub Date 72

Note—2p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

**POSTAGE**

Descriptors—\*Basic Reading, \*Early Reading, \*Parent Influence, Parent Role, \*Parent Teacher Cooperation, \*Reading Development, Reading Instruction, Reading Programs

In order to help parents encourage their young children as they develop reading skills, this list suggests that parents give each child as many opportunities as possible for meaningful experiences; strive for good language facility—answering in complete sentences and using exact labels; discourage baby talk; don't discourage young children from asking questions; keep probing children's statements and ideas by asking "why" or "how," and by asking for examples and explanations; play vocabulary games with children which may include contrast or comparison such as how a car is different from a truck or how spoons and forks are alike; and make sure that the home reading program corresponds with the school program: (1) by sending a physically, socially, and emotionally fit child to the school program, (2) by giving children opportunities to become self-reliant, (3) by securing books for children which will be at their level, (4) by allowing children to read silently before asking them to read orally, and (5) by showing children the wisdom of accepting the instructional group that the school recommends. (SW)

ED 098 507 CS 001 415

Talcott, Jan

**Sequencing Skills for Reading.**

Bellevue Public Schools, Wash.

Pub Date 71

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

**POSTAGE**

Descriptors—Primary Education, \*Reading, \*Reading Skills, \*Sequential Approach, Sequential Learning, \*Teaching Techniques

The 11 progressive steps outlined in this document incorporate tactile, auditory, and visual exercises which take approximately two months to complete. These steps range from the simple task of having the children arrange three magazine pictures in sequential order and explain the arrangement, through reading a story segment to the children who then arrange cut-up dittoed events from the story in correct order, to the most complicated task of having the children read part of a story from their reader and then having them number sequentially on a ditto 10 events that happened in the story. Nine sample pages of exercises are included in the document. (JM)

ED 098 508 CS 001 417

Sundermeyer, Nancy

**Beyond Literal Comprehension.**

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.

Pub Date 73

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

**POSTAGE**

Descriptors—Creative Reading, Critical Reading, Directed Reading Activity, Reading, \*Reading Comprehension, \*Reading Improvement, \*Reading Instruction, \*Reading Processes, \*Reading Skills

Children need to learn early that reading can give them new ideas and change old ideas. Pupils are all too often evaluated in terms of their ability to express what they know rather than what they think. Thoughtful reading can be done from the very beginning of reading instruction. Effective questioning practices will develop this ability. The ability to know what the author says is generally referred to as the literal level of comprehension. This level tends to be overemphasized because literal comprehension is fundamental and can be more clearly defined and taught. Determining what the author means is often referred to as the inferential level of comprehension. Comprehension at this level requires the students to read between the lines, analyzing and interpreting the information presented. Evaluative reading means that an interaction between the author and the reader takes place; the reader makes a personal judgment about what the author says or means, not only analyzing and synthesizing the information but also evaluating it in terms of its quality, value, accuracy, and truthfulness. Creative reading overlaps with critical reading in that it also implies application and internalization of the written message, rearranging the ideas into new thoughts and ideas. (WR)

ED 098 509 CS 001 418

Clark, Orville

**Wordlist and Graph Supplement for Sullivan Programmed Reading, Books 1-2, Second Edition.**

Cooperative Educational Service Agency 13, Waupun, Wis.

Pub Date 73

Note—116p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

**POSTAGE**

Descriptors—Activity Learning, \*Basic Reading, Charts, Graphs, Primary Education, \*Reading Instruction, \*Reading Programs, Vocabulary, Word Lists

Identifiers—\*Sullivan Programmed Reading Series

Material in this document has been prepared to assist teachers using the Sullivan Programmed Reading Series and to make the program more applicable to the needs of children with exceptional educational needs. The format of the series provides activity orientation (response, reward, repetition), gradual progression from easy to difficult words, gradual progression from words to paragraphs, and application to individualized instruction. Contents consist of sections on graphs and charting, the Clark Vocabulary Placement Test, sound progression, student wordlist worksheets, and student record wordlists. Suggested instructions are provided for each section. (JM)

ED 098 510 CS 001 420

Bouchard, Donald And Others

**Reading English as a Second Language and the Adult Learner.**

Bristol Community Coll., Fall River, Mass.

Pub Date 74

Note—9p.; Hard copy not available due to marginal reproducibility of original document

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Adult Students, Decoding (Reading), \*English (Second Language), Language Skills, Reading, \*Reading Instruction, \*Reading Programs, \*Reading Skills, Vocabulary

Adult students are voluntary learners. They have certain expectations of achievement when returning to the classroom. The teacher of adults should utilize these students' experiences, because adults can respond better if encouraged to draw on their personal knowledge. The non-English speaking adult students learning English as a second language have several obstacles to overcome. Not only must they learn to communicate in a new language, but also they must adapt themselves to American culture. Influences on an adult's ability to learn English as a Second Language (ESL) skills include aptitude, age, motivation, and native language interference. These influences are variable and can positively and/or negatively affect ESL learning. Reading ESL is important in order for the non-English adult to communicate effectively and to become

more aware of himself in relation to his society. Several factors affect the adult's ability to learn to read English. They are oral knowledge of English, literacy level in the native language, the native language orthography, and student incentive. (Author/WR)

**ED 098 511** CS 001 421  
You Can Help in the Right-to-Read Effort.

Office of Education (DHEW), Washington, D.C.  
Right to Read Program.

Report No.—DHEW-OE-74-00104

Pub Date 74

Note—5p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Information Dissemination, \*Organizations (Groups), Reading, Reading Development, \*Reading Improvement, Teachers

Identifiers—\*Right to Read

This brochure prepared by the National Right-to-Read Effort of the United States Office of Education suggests ways for individuals, organizations, and communities to assist in the solution of the nation's reading problems. The contents include: "Planning Steps," which reviews sources of information such as schools, libraries, service organizations, churches, welfare offices, employment agencies, volunteer bureaus, and institutions; "Action Steps to Help Right to Read," which presents various Right to Read projects for groups and individuals, including service as teacher aides, reading to children in libraries, participating in teacher exchange programs, preparing a Christmas gift book display and sale, establishing public reading information booths, compiling a list of reading-related services in the area; and "Activities Particularly Suited for Reading Associations," which discusses compiling and publishing a list of recommended supplementary reading books and materials, preparing a questionnaire to serve local reading needs, preparing a list of reading resource persons who are available to answer questions and serve as speakers, and sponsoring content area reading conferences. (WR)

**ED 098 512** CS 001 422  
Prerequisites for Reading English as a Second Language.

Bristol Community Coll., Fall River, Mass.

Pub Date 74

Note—2p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*English (Second Language), Reading, Reading Ability, \*Reading Development, Reading Improvement, \*Reading Instruction, \*Reading Skills

This document lists several prerequisites required for reading, especially those that relate to English as a Second Language students. The prerequisites listed include: the concept of print, which discusses the importance of a student being aware that printed material conveys thought through words which are at least similar, if not identical to oral speech; a knowledge of the graphic system, which emphasizes that the student must be able both to recognize that a graphic symbol is or is not a letter of the alphabet and to know the distinctive features of each letter; and the importance of a student being able to focus his eyes on fine print and move them from left to right. (WR)

**ED 098 513** CS 001 423

Motta, Janice And Others  
Reading Evaluation for Adult Non-English Students.

Bristol Community Coll., Fall River, Mass.

Pub Date 74

Note—8p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*English (Second Language), \*Informal Reading Inventory, Reading, \*Reading Ability, \*Reading Diagnosis, Reading Skills, \*Reading Tests

This paper discusses several evaluative methods that are available for use in a reading program that is aimed at English as a Second Language (ESL) students. The contents include: "Evaluation," which discusses the role of evaluation in reading; "Teacher Observation," which looks at how the teacher can evaluate the reading progress of students through observation; "Stan-

dardized Tests," which discusses the use of standardized tests, the validity of standardized tests, and the inappropriateness of standardized tests for ESL students; "Informal Reading Inventories," which discusses the difference between group Informal Reading Inventories (IRI) and individual IRIs the reading levels identified by an IRI, an IRI recording key, and the criteria for establishing reading levels; and "Variables of Performance," which discusses additional variables, such as IQ, socioeconomic background, and conditions under which the student was evaluated. (WR)

**ED 098 514** CS 001 424

Kaiz, Leonard Wicklund, David  
Memory-Scanning Differences and Picture Versus Word Encoding for Good and Poor Readers.

Pub Date Aug 73

Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Quebec, August 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Decoding (Reading), Elementary Education, Grade 4, Grade 6, \*Memory, Reading, \*Reading Ability, \*Reading Research, Reading Skills, \*Word Recognition

The purpose of this experiment was to replicate and extend previous work which showed substantial differences between good readers (GR) and poor readers (PR) in the time taken to encode single words. The technique used was based on the memory-scanning and visual-scanning procedure first used by Sternberg. The subjects for the study consisted of 30 fourth graders and 30 sixth graders. Of these, 15 subjects were selected for being the poorest readers in their class, and the other 15 were selected as being the best readers in their class on the basis of their scores on the Wide Range Achievement Test. Stimuli were 10 pictures of common objects chosen from the Stanford-Binet picture vocabulary test and their printed word equivalents. For half of the subjects, all of memory set (MS) size two (two items in memory) was run before MS size four; for the other half, this was reversed. The subjects viewed slides of the pictures or words and indicated whether the slides were the same or different. The results showed no differences between GRs and PRs or between grades in preference or in pictorial versus word mode of encoding. However, the substantial reading ability and grade differences found in this and previous studies indicate reader ability difference in the facility to encode single words. (WR)

**ED 098 515** CS 001 425

Horodezky, Betty

Raising Standards Through Competency-Based In-service Education.

Pub Date Jul 74

Note—13p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974); Some pages have marginal reproducibility

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Inservice Teacher Education, \*Performance Based Teacher Education, \*Preservice Education, Reading, Reading Improvement, \*Reading Instruction, \*Reading Programs

In light of demands from our rapidly changing society, the need to revitalize and renovate teacher education through competency-based programs is long overdue. We cannot hope to attain the high level of competency needed in our professional reading programs if we are to continue in our traditional demands for cognitive skills without application to children in our instructional processes. Inservice teacher education programs also have a growing responsibility for providing reading teachers with more than the conventional facts and theories of reading that they may or may not have received in their earlier training. Perhaps one of the most vigorous and far reaching efforts in the 1970's to raise the current standards of inservice and continuing education for those who teach reading is found in the International Reading Association's Competency-Based Teacher Education Model. The 17 components listed are referred to as resource modules and can be divided into instructional modules for use in inservice, graduate, or undergraduate programs. Educational institutions must be ready to

reach beyond traditional programs of inservice and preservice instruction if we are to succeed in our thrust toward excellence in educational programs for teachers of reading. (Author/WR)

**ED 098 516** CS 001 427

Guthrie, John T.

Identification and Instruction of Children with Reading Disability. Second Annual Report to the Spencer Foundation.

Johns Hopkins Univ., Baltimore, Md. John F. Kennedy Inst.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date Jul 74

Note—253p.; Some pages of document have marginal reproducibility

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Reading, \*Reading Ability, Reading Achievement, \*Reading Difficulty, \*Reading Processes, \*Reading Research, \*Reading Skills, Reading Tests, Retarded Readers

This current annual report describes the progress made in the following aspects of the organizational plan; the identification of a model of reading which includes a description of subskills that may be present in skilled readers and are acquired by most normal readers, the construction of criterion referenced tests to measure each of these subskills, a comparison of normal and disabled readers in terms of their performance on the component subskills, and development of curricular procedures for disabled readers. The contents of the report include: "Overview of the Project," which discusses the organizational plan; "Model of Reading," which directs the reader to the model presented in the first annual report; "Measurement of Reading Subskills," which discusses the measuring instruments used, the areas of reading evaluated and the results obtained from the use of the measuring instruments; "Comparison of Normal and Disabled Readers," which discusses the learning hierarchies for good and poor readers, and an analysis of the comparative skills of normal and disabled readers; "Summary of Cognitive Deficiencies of Disabled Readers," which reviews several studies related to the cognitive deficiencies of disabled readers; "Affiliated Projects," which presents several research projects conducted in collaboration with the staff of the Spencer Foundation Project; and "Dissemination of Findings." (WR)

**ED 098 517** CS 001 431

Tiedt, Iris M., Ed.

What's New in Reading.

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—49p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 10687, \$1.65 nonmember, \$1.50 member)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Dialects, \*Educational Philosophy, Elementary Education, Language Skills, \*Linguistic Competence, \*Reading Instruction, \*Reading Skills, Standard Spoken Usage, \*Teaching Methods

The papers in this booklet both share a growing concern that every aspect of reading instruction should make sense to the learner and focus attention on the way in which children comprehend what is required of them. The papers include "Effective Teachers of Reading Know Language and Children"; "ERIC/RCS Report: Jean's Influence on Dick and Jane," which examines the ideas of Jean Piaget on cognition and the reading process; "Reading: Linguistic Guide Lines"; "Politics and the Teaching of Reading"; "Oral Language and Learning to Read"; "Reading by Immersion: Assisted Reading"; "Whose Dialect for Beginning Readers?"; "Personalizing Reading Instruction"; "Read Much, But Not Too Many Books"; and "What's New in Reading: A Selected Bibliography." (RB)

**ED 098 518** CS 001 436

Reading: Issues and Action; Current Trends in School Policies and Programs.

National School Public Relations Association, Arlington, Va.

Pub Date 74

Note—64p.

Available from—National School Public Relations Association, Arlington, Va. (\$6.75 prepaid)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Dyslexia, Elementary Secondary Education, \*Reading Instruction, \*Reading Programs, Reading Tests, \*School Community Relationship, \*Teacher Education, \*Testing Problems, Volunteers

One of a series of special reports on current trends in school policies and programs, this publication is designed to provide school practitioners and others concerned with education with current information on problems which are the core of the constantly changing education scene. This special report focuses on reading programs throughout the country and contains samples of programs that are working. One chapter identifies and describes the elements most often found in effective programs. An in-depth look at the methodology debate on the best way to teach reading is provided. The problems of teacher training, the escalating use of volunteers in reading programs, the use and abuses of standardized tests, the dyslexic child, the public relations dimensions of a reading program, and numerous other aspects associated with reading instruction are also examined. (TO)

**ED 098 519** CS 001 437  
Donelson, Ken, Ed.

The Teaching of Reading and the English Classroom.

Arizona English Teachers Association, Tempe.  
Pub Date Nov 74

Note—171p.

Journal Cit—Arizona English Bulletin; v17 n1  
Entire Issue Nov 1974

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—English Instruction, \*Instructional Materials, Intermediate Grades, Language Arts, Reading Comprehension, \*Reading Instruction, \*Reading Skills, Secondary Education, \*Teaching Methods

This issue of the "Arizona English Bulletin" provides ideas, suggests materials, and discusses techniques that may prove useful to English teachers who are also responsible for teaching intermediate, junior, and senior high school students how to read. The contents include "Reading, Language, and Thinking," "A Good English Teacher Is a Teacher of Reading," "How English Teachers Can Prepare Themselves to Teach Reading," "A Class for All Reasons," "A Teacher Uses the Cloze Procedure as a Way to Analyze Poetry," "Activities for Non-Readers and Reluctant Readers," "The Language-Experience Approach to Reading Instruction," "Contributions of English to Reading and Reading to English," "Motivating Reading: Using Media in the English Classroom," "Evaluating Some Reading Related Factors in the English Classroom," "What the English Teacher Should Know about Teaching Reading," and "Black Dialect Shift in Oral Reading." (RB)

**ED 098 520** CS 001 438  
Ross, James F.

An Analysis of the Concepts of Reading. Final Report.

Pennsylvania Univ., Philadelphia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-B-033

Pub Date Oct 71

Grant—OEG-2-700028(509)

Note—84p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Educational Philosophy, \*Linguistics, \*Reading, Reading Comprehension, \*Reading Processes, \*Reading Skills, Theoretical Criticism, Word Recognition

An initial philosophical analysis of "reading" has yielded: (1) that there cannot be a general definition of reading; (2) that the "focal" senses of "to read" indicate that reading is a form of linguistic perception carried out through the exercise of general linguistic abilities, adapted to a visual input of inscriptions with inherent linguistic meaning, so that differential linguistic perceptions, thus stimulated, correspond with objective meaning contrasts; (3) that "word recognition," exhibiting the same ambiguity as "to read," can be analyzed in its focal sense as the determination of the resultant (apprehended) meaning in accord with and in dependence on the objective meaning of the message unit; (4) that "to read" can be reductively analyzed in terms of linguistic

abilities which are not specific reading abilities; (5) that there are neither specific reading abilities nor specific reading disabilities; (6) that presently available information concerning perceptual development, linguistic skills, reading defects and deficiencies can be incorporated within the conceptual paradigm here suggested. (Author)

**ED 098 521** CS 001 440  
Sequence and Structure in Reading Development.

Pub Date Aug 74

Note—13p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974); Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Curriculum Development, Program Development, \*Reading Development, \*Reading Instruction, \*Reading Programs, \*Reading Skills, Secondary Education, Secondary School Students

Both the child and the task need to be considered in designing any reading program. The test of the sequence and structure of reading instruction is not simply a matter of completing the learning activities correctly, nor is it the level of attainment reached in the reading test, but it is rather the ability of the student to apply the skills learned to any reading situation in which he finds himself. Therefore, teachers need to think in terms of reading curriculum and not narrowly in terms of reading instruction in the areas of word attack skills, comprehension, and reference skills. There are three aspects of the reading curriculum which need consideration in planning school work: reading purposes, reading media, and reading skills and techniques. Reading is too often thought of in terms of books. The child is not prepared for effective reading unless he has had experience of the whole range of media in terms of types of publication, types of writing, and types of author purpose. Two interrelated problems, structure and transfer, must receive careful attention when planning the reading curriculum. The use of the total curriculum as the basis for reading instruction holds out the greatest hope of a higher level of success in the future. (SW)

**ED 098 522** CS 001 441  
Reading Centres in Secondary Schools—A Guide;

Contact 2.

South Australia Education Dept., Adelaide.

Pub Date Jul 73

Note—36p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Motivation, Program Guides, \*Reading Centers, \*Reading Diagnosis, \*Reading Programs, \*Reading Tests, Secondary Education, \*Teaching Methods

In this guide, the various factors necessary in a secondary level reading center are discussed in two sections. "Testing and Diagnosis" explores group screening tests, reading tests, student selection, diagnostic testing, the basic skills list, the Informal Reading Inventory, and posttesting. "Methods and Motivation" covers student motivation, teaching methods, physical atmosphere, timetables both within the school and within the center, the program basis (including decoding and comprehension difficulties and survival skills), individualized instruction, additional teaching suggestions, and evaluation. Eight appendixes consist of basic resources, "The Basic Skills Check List," "The Informal Reading Inventory" (including a copy of the test), "The Individual Record Sheet," "Public Relations in Preparing for the Program," a bibliography, an example of a teacher program, and an explanation of Silent Sustained Reading. (JM)

**ED 098 523** CS 001 442  
Williamson, Leon E.

Using Cognitive Centers to Develop Effective Study Skills.

Pub Date 73

Note—6p.; Paper presented at the 1973 National Reading Conference

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Cognitive Development, Cognitive Processes, College Students, Critical Reading, Reading Comprehension, Reading Skills, Secondary School Students, \*Study Skills, \*Thought Processes

Study skills are not specific to reading and cannot be developed by reading and more reading. A study skill is a mental technique to use when accomplishing a specific task or solving a given problem and is one element in a process essential for efficient and effective reading. Students who lack basic study skills can be taught to think if situations are developed which require thinking. One way to stimulate thinking is through the use of cognitive centers, a provocative setting generated by activities and/or materials presented in a manner to stimulate a small number of students to engage in the exchange of opinions for the purpose of developing proficiency in pre-stated study skills. Examples are given of using the cognitive center approach to provide students with the study skill abilities to discover the basic structure in a system, to see relationships, and to evaluate situations or information. (TO)

**ED 098 524** CS 001 443  
Santa, Carol M. And Others

Units of Word Recognition.

Pub Date Sep 74

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Decoding (Reading), \*Reading Processes, \*Reading Research, Word Recognition

Both psychologists and reading specialists have been interested in whether words are processed letter by letter or in larger units. A reaction time paradigm was used to evaluate these options with interest focused on potential units of word recognition which might be functional within single syllable words. The basic paradigm involved presenting subjects with a five-letter word accompanied by a probe letter or letters (BLAST:BL). Subjects were to indicate if all letters in the probe were from the word. Reaction time for these decisions was measured for all probe types: single letter probes, all possible double letter probes, all triple letter probes, or the whole word as a probe. Several probe types were identified as being exceptionally easy to identify as members of the target word. The results were replicated in a second experiment under conditions where a visual match was not possible (BLAST:b1) and where a visual match was quite likely. A third experiment employed the same paradigm but with consonant strings which contained permissible spelling patterns or nonpermissible patterns. Permissible strings again showed a unit effect on the first and final consonant clusters. (Author/TO)

**ED 098 525** CS 001 445  
Conroy, Robert L. Weener, Paul

The Development of Visual and Auditory Selective Attention Using the Central-Incidental Paradigm.

Pub Date Apr 74

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Attention Span, \*Auditory Perception, Educational Research, Elementary School Students, \*Learning Modalities, \*Learning Processes, Sex Differences, \*Visual Learning

Analogous auditory and visual central-incidental learning tasks were administered to 24 students from each of the second, fourth, and sixth grades. The visual tasks served as another modification of Hagen's central-incidental learning paradigm, with the interpretation that focal attention processes continue to develop until the age of 12 or 13 years. The auditory tasks were administered to the same students in order to extend this interpretation to auditory selective attention processes and to assess the feasibility of a modality independent central process for allocating and maintaining attention. As predicted, central task learning increased with age for both auditory and visual presentations. Visual incidental learning followed the predicted curvilinear age trend for boys but not for girls. Auditory incidental learning increased with age for boys but not for girls. These results suggest that auditory selective attention processes develop more slowly than visual selective attention processes, especially for boys. (Author)

## ED 098 526

CS 001 446

Roettger, Doris  
Effects of Early Intervention Programs.  
Pub Date Aug 74

Note—16p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—Curriculum Design, Disadvantaged Youth, \*Early Childhood Education, \*Intervention, \*Learning Readiness, \*Parent Participation, Prereading Experience, \*Preschool Curriculum

Identifiers—\*Project Head Start

A discussion of the rationale for early intervention programs, including the critical role of early experiences and the prevalence of language deprivation among children from lower socioeconomic groups, begins this paper. The distinguishing characteristics of three structured curriculum models for early intervention are reviewed: the structured cognitive approach, the structured environment approach, and the academic skills approach. Examples of experimental programs are described in relation to the curriculum models, and the goals and objectives of Project Head Start are described. Several programs with parental involvement are noted, and the effectiveness of these programs is reviewed. It is suggested that structured early intervention programs promote success during the early years of school, but a number of concerns regarding the objectives, instructional procedures, and evaluation are raised. (Author/TO)

## ED 098 527

CS 001 447

Escourt, Arnold

An Information Feedback System for Educational Decision Makers in a Large City Reading Program.

Pub Date Apr 74

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Educational Assessment, \*Educational Strategies, \*Program Development, Reading, \*Reading Achievement, Reading Improvement, \*Reading Programs, Reading Research, Urban Schools

This paper details the development and implementation of a feedback system designed to provide information to various strata of decision makers. Data were collected in each of eight city districts in the following areas of reading achievement: mastery of upper and lower case letters, mastery of phonic skills, level of sight vocabulary and comprehension, and degree of structural analysis knowledge and skills. A form designed to collect mid-year and end-of-year data on reading achievement was used in each of 27 schools. The form consisted of four key categories—decoding, comprehension, study skills, and literature—and included 14 levels of pupil growth in each of the four areas. A section of the form was planned to record the highest level of pupil growth in each of the four categories. The mid-year data were used to assess overall class progress and to report to the parents about their child's reading achievement. End-of-year data were used to evaluate the impact of the program and to provide levels of pupil attainment not normally available at the grade, school, or district levels. (WR)

## ED 098 528

CS 001 448

Smith, Charles W.

Questioning Behavior That Facilitates Cognitive Development in Reading.

Pub Date 74

Note—14p.; Study prepared at Northern Illinois University  
EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Cognitive Development, Developmental Reading, \*Questioning Techniques, Reading, \*Reading Comprehension, Reading Improvement, \*Reading Skills, \*Teaching Techniques

This paper discusses questioning patterns that can be used by teachers to facilitate cognitive development in reading instruction. The questioning patterns suggested are intended to include the kinds of questions used on worksheets, tests, and in class projects. The opinions of various authors who stress the importance of teacher questioning

patterns are reviewed. Among these authorities are Harris and Smith, who emphasize the importance of teacher questioning in developing critical thinking; Guszak, who indicates that teachers overemphasize recall thinking; and Taba, who indicates that teachers give little thought to the classroom questions they ask and the sequencing of such questions in instruction. A brief description of each of the six levels of thinking in the cognitive domain are listed—knowledge, comprehension, application, analysis, synthesis, and evaluation. Also included is a reading passage with sample questions and representative answers. (WR)

## ED 098 529

CS 001 449

Robinson, Bernard N.

The Practical Aspects of the Visual Act in Studying.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (Oakland, California, April 4-5, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Anatomy, Eye Movements, \*Eyes, \*Optometrists, Reading, \*Study Habits, Study Skills, \*Vision, Visual Perception

This paper explores the role of vision in reading and studying. "How Vision Occurs" discusses the functions of rods, cones, the cerebral cortex, and the receptor senses. "The Optometrist and the Educator" views the role of the optometrist in relation to student learning. "Eye Anatomy Terms" defines the ciliary muscle, optic disc and nerve, macula and fovea, and external eye muscles. "Physiology of Vision While Studying" presents an account of the physiological phenomenon that occurs when a student studies. "The Under-Achiever" emphasizes that a student-oriented type of clinical optometric vision examination be given routinely to every underachiever once a year. "Observable Clues to Classroom Problems: A Check List" details a list of observable systems indicative of visual problems such as the appearance of the eyes, complaints during seat work, eye-hand coordination, visual form perception, and refractive status. (WR)

## ED 098 530

CS 001 451

Smith, Bonnie

Critically Reading for Propaganda Techniques in Grade Six.

Pub Date Oct 74

Note—93p.; M. Ed. Thesis, Rutgers University, The State University of New Jersey

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—\*Critical Reading, \*Critical Thinking, Elementary Education, Elementary School Students, Information Utilization, Persuasive Discourse, \*Propaganda, Reading Comprehension, \*Reading Skills, Teaching Techniques, Unit Plan

This study was devised to determine whether teaching a unit on propaganda analysis to sixth graders would improve their ability to detect propaganda devices in literature and the mass media. An experimental group of students participated in a four week unit on propaganda techniques while a control group completed reading comprehension exercises. A Propaganda Analysis Test and the Ohio State University Critical Reading Test were administered as pretests and again at the completion of the propaganda unit to both groups. On the propaganda test, a significant gain was found between the pretest and posttest scores for the experimental group, but not for the control group. No significant gain from the pretest to the posttest was found for either group on the critical reading test. The experiment seems to indicate that sixth grade students are able to recognize and differentiate among the seven types of propaganda following the teaching of a propaganda analysis unit. (TO)

## ED 098 531

CS 001 453

Manzo, Anthony V., Ed. Palmatier, Robert A., Ed.

Doctoral Programs in Reading: Organization and Faculty; Personnel, Facilities, and Services Supporting the Training of Reading Teachers in the United States; and Doctoral Faculties and Facilities in Reading.

Pub Date Sep 74

Note—52p.

Journal Cit—Epistle; v1 n2 Entire Issue Sep 1974

EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—\*Doctoral Programs, \*Graduate Study, \*Professional Associations, Reading, \*Reading Programs, Reading Research, \*Teacher Educator Education, Teacher Educators

The "Epistle" is the publication forum of the professors of reading teacher educators a special interest group of the International Reading Association. In this issue "Doctoral Programs in Reading: Organization and Faculty," by Robert Palmatier and Anthony Manzo, reports on the results of a survey of a sample of 17 programs graduating doctorates with majors in reading: "Personnel, Facilities, and Services Supporting the Training of Reading Teachers in the United States," by Shirley Myers, A. Byron Callaway, and George Mason, surveys graduate programs in reading—especially the administrative, personnel, facilities, and service variables of 151 graduate departments offering degrees in reading: "Doctoral Faculties and Facilities in Reading: A Comment," by Richard Allington, reviews the results of these two surveys as a source of status assessment for the field of graduate training in reading. Regular features of the publication include "Exchange: Offers and Opportunities," "Movers: A Chronical of Professional Relocations," "Editorial Comment," "Time Capsule/News Notes," "New Members," and "About the Authors." (WR)

## ED 098 532

CS 001 454

Epistle: Publication Forum of the Triple T Fellowship of the International Reading Association, Vol. 1, No. 1.

Pub Date Dec 73

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Doctoral Programs, \*Graduate Study, \*Professional Associations, \*Reading, Reading Instruction, \*Teacher Educator Education, Teacher Educators

The "Epistle" is the publication forum of the professors of reading teacher educators, a special interest group of the International Reading Association. This issue contains three chapters: in "My Impressions of the New Doctorate in Reading," Wayne Otto reports on his views concerning aspirations, professional competence, research ability, and overall performance of the new doctorate in reading; in "The Doctorate in Reading," Majorie Seddon Johnson looks at the kinds of characteristics educational programs should promote in a doctoral candidate; and in "A Set of Predictions and Related Thoughts about the Doctoral Candidate in Reading," George E. Mason predicts the role of the new graduate in the area of reading. Also included in this publication are "Editorial Comments," "Late News Notes," and "Triple T. Fellowship Officers and Charter Members." (WR)

## ED 098 533

CS 001 455

Anderson, Gordon S.

Performance-Based Pre-Service and In-Service Elementary Teacher Training Programs in Reading and Language Arts, Advanced Developmental Reading, Diagnosis and Correction of Reading Difficulties.

Pub Date 72

Note—285p.

Available from—University of Dayton Book Store, University of Dayton, 300 College Park, Dayton, Ohio 45469 (\$4.95 paper)

Document Not Available from EDRS.

Descriptors—\*Developmental Reading, Elementary Education, \*Inservice Teacher Education, Language Arts, \*Performance Based Teacher Education, \*Preservice Education, Reading, Reading Diagnosis, \*Reading Instruction

This book provides three models of preservice and inservice elementary teacher training programs in reading and language arts, advanced developmental reading, and diagnosis and correction of reading difficulties. These models can be used as guides in the preparation of competent teachers. The program content for reading and language arts is based on performance criteria which include demonstrating proficiency in and knowledge of the language arts. The developmental reading program proposes opportunities for graduate students and preservice and inservice teachers to develop competencies, knowledge, and attitudes necessary to successfully modify the reading behavior of students. The program is organized into 13 interrelated major areas of the

developmental reading program, and contains preassessments and postassessments. The program for the diagnosis and correction of reading difficulties is organized around 11 major general objectives thought to be the significant areas in which a teacher should become knowledgeable and competent in demonstrating teaching skills and in developing a positive value system toward children. The program is also designed to be personalized and to allow for options. (WR)

**ED 098 534** CS 001 456

McConkie, George W. Rayner, Keith  
*Identifying the Span of the Effective Stimulus in Reading. Final Report.*

Cornell Univ., Ithaca, N.Y. School of Education.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0531B

Pub Date Jul 74

Grant—OEG-2-71-0531

Note—165p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—\*Eye Fixations, Eye Movements, High School Students, Reading Comprehension, Reading Processes, \*Reading Research, \*Reading Skills, \*Visual Perception, \*Visual Stimuli

A computer-based Eye-Movement Controlled Display System was developed for the study of perceptual processes in reading. Studies were conducted to identify the region from which skilled readers pick up various types of visual information during a fixation while reading. The results indicated that the subjects acquired word length pattern information at least 12 to 15 character positions to the right of the fixation point, and that this information primarily influenced saccade lengths. Specific letter and word shape information was acquired no further than 12 or 13 character positions to the right of the fixation point. It appeared that words were given a semantic interpretation only if they began no more than 5 or 6 character positions to the right of the fixation point. The perceptual span was found to be asymmetric, with the subjects acquiring information no further than 4 character positions to the left of the fixation point, and perhaps less. (Author/RF)

**ED 098 535** CS 001 458

Heiner, William H. Henderson, Judith S.  
*Information Processing Strategies of Good and Poor Readers as Evidenced by Eye Movements.*

Pub Date 74

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Decoding (Reading), \*Eye Movements, \*Information Processing, Junior High School Students, Miscue Analysis, Reading Comprehension, \*Reading Processes, \*Reading Research

Eye movements and comprehension were examined when good and poor seventh graders read materials which contained cloze deletions and read comparable nontreated materials. The number of fixations and regressions increased when good readers read cloze materials. Good readers demonstrated superior comprehension under both treatments. Good readers apparently react to mission or uncertain cues by searching for additional cues whereas poor readers maintain a constant pattern of cue selection, regardless of the nature of the materials. (Author)

**ED 098 536** CS 001 459

Harris, Albert J. Jacobson, Milton D.  
*Revised Harris-Jacobson Readability Formulas.*

Pub Date Oct 74

Note—14p.; Paper presented at the Annual Meeting of the College Reading Association (18th, Bethesda, Maryland, Oct. 31-Nov. 2, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Basic Reading, Elementary Grades, \*Readability, Reading, \*Reading Level, Reading Materials, \*Reading Research  
Identifiers—\*Harris Jacobson Readability Formula

This paper summarizes the work to date on the revised Harris-Jacobson Readability Formulas. The contents include "The Criterion," which

discusses the criterion used in the development of the formulas; "Variables Employed," which includes percent of uncommon words, average sentence length, percent of long words, mean number of letters per word, and spelling patterns; "Validity of the Individual Variables," which presents the correlations obtained with basal reader levels; "Readability Formulas Based on Multiple Correlations," which discusses two-variable and three-variable combinations which have been tried out and reports on the five best formulas; "Corrected Grade Equivalents," which discusses the corrections used for the Harris-Jacobson formula; "Practical Utility," which looks at the practical features of the readability formula; and "Further Research Needed," which discusses a planned testing program and improving the readability formula. (WR)

**ED 098 537** CS 001 477

Karlin, Robert

*Competency-Based Teacher Education in Reading.*

Pub Date Aug 74

Note—14p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Educational Accountability, Effective Teaching, \*Performance Based Teacher Education, Reading, \*Reading Instruction, \*Teacher Certification, Teacher Improvement

Some states licensing agencies are seeking to change the way in which all teachers are certified as a result of demands by state legislative bodies and citizens groups who say that they want greater returns from their tax dollars as demonstrated by increased pupil learning. There are several arguments against competency-based teacher education, however. Some teachers argue that no one has shown that a strong relationship between teacher and pupil performance exists. The humanists are concerned with such matters as adaptability, creativity, self-concept, values, attitudes, beliefs, feelings and other affective results of learning. However, changes in the way teachers are certified and in the ways they are prepared to teach are desirable. By 1980 all existing teacher education programs must become competency based. Future teachers of reading should be provided with a list of activities they can pursue in order to become acquainted with and use appropriate diagnostic tools for analyzing reading behaviors and making recommendations for instructional programming. (SW)

**ED 098 538** CS 001 478

Yussen, Steven R. And Others

*The Distinction Between Perceiving and Memorizing in Elementary School Children.*

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Cognitive Processes, \*Educational Research, Elementary Grades, \*Learning, Learning Modalities, \*Memorizing, \*Perception, Recall (Psychological), Retention

Thirty-two children each in grades 1-5 participated in an experiment designed to replicate and extend a study by Flavell and associates (1972) which hypothesized that "memorizing and perceiving are functionally undifferentiated for the young child, with deliberate memorization only gradually emerging as a separate and distinctive form of cognitive encounter with external data." Children at all ages showed this differentiation by studying differently and recalling more items when instructed to "remember" a list of pictures than when instructed to "look" at a list. The failure to find age trends in differential responding contradicted findings in the earlier study and was explained in terms of slight differences in experimental procedures. (Author)

**ED 098 539** CS 001 479

Walter, Richard B.

*History and Development of the Informal Reading Inventory.*

Pub Date 74

Note—18p.; Unpublished study prepared at Kean College of New Jersey

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational History, Grouping (Instructional Purposes), \*Informal Reading Inventory, \*Literature Reviews, \*Reading Diagnosis, Reading Instruction, \*Reading Tests, Teacher Education

An informal reading inventory (IRI) consists of graded passages of increasing difficulty and a series of comprehension questions for each grade level reading selection. The IRI is most often used to assist classroom teachers in the placement of children in groups for purposes of instruction. In this paper, the history of the IRI is presented and the problem of selecting performance criteria, validity and reliability, and the value of IRIs for determining the instructional level of pupils are discussed. Selected literature, supporting the contention that most teachers cannot be successful in using the IRI without training in construction, administration, and interpretation of such an instrument, concludes the paper. (TO)

**ED 098 540** CS 001 480

Schneider, Anita

*Identification, Diagnostic and Remediation Procedures Used in Selected New Jersey Elementary Schools.*

Pub Date Jan 74

Note—118p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey; Some pages have marginal reproducibility due to small type

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—\*Educational Assessment, Elementary Grades, Reading, Reading Instruction, Reading Programs, \*Reading Research, Remedial Reading, \*Remedial Reading Programs, \*State Surveys

Identifiers—\*New Jersey

The purpose of this study was to determine what procedures were employed by the school districts in New Jersey to identify, diagnose, and service remedial readers. A random sample of 20 percent of the elementary schools in the state were sent a questionnaire to determine their reading practices for the academic year 1972-73. Responses to the questionnaire were tabulated by school, district, county, and county group. The data indicated that the procedures and criteria used in remedial reading programs in New Jersey are diverse. In most cases, the differences cut across county group, county, and district lines. However there were some areas of consensus: most of the schools select possible candidates for remedial reading instruction based on informal teacher conversations and on the results of a reading achievement test; most of the schools used as a selection criterion the fact that a student scored two or more years below grade level on a reading test; most of the schools assess a child's strengths and weaknesses in reading prior to the onset of remedial instruction; and most of the special reading classes tended to be small and generally lasted from 20 to 30 minutes per session. (WR)

**ED 098 541** CS 001 481

Johns, Jerry L.

*Some Comparisons Between the Dolch Basic Sight Vocabulary and the Word List for the 1970's.*

Pub Date [74]

Note—12p.; Study conducted at Northern Illinois University

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Readability, Reading, Reading Level, \*Reading Research, Vocabulary, \*Word Frequency, \*Word Lists  
Identifiers—Dolch Basic Sight Vocabulary, Word List for the 1970's

The purpose of this study was to determine the proportion of words that the Dolch list and the word list for the 1970's accounted for in written materials. The two word lists were compared by token comparison—a method by which words are weighted on the basis of frequency of occurrence within a given set of materials. The written materials used for the comparisons were two large word count studies published within the past decade. In determining the cumulative frequency of words on each list, regularly inflected forms were combined. Calculating the cumulative frequencies of both the word list for the 1970's and the Dolch list in each of the two large word count studies made it possible to determine whether any differences existed and the statistical significance of the differences. The results in-

licated that the word list for the 1970's accounted for a significantly greater proportion of words than the Dolch list in written materials encountered by both children and adults. However, both lists accounted for over 50 percent of the words used in materials for children and adults. (WR)

**ED 098 542** CS 001 482

Auerbach, Stephen M. Gackenhach, Jayne I.

**The Effects of Individual Differences in Sexism and Sex on Learning of Nonsense Syllables Paired with Pictured Situations Differing in Sex-Role Appropriateness.**

Pub Date Sep 74

Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Attitudes, \*Paired Associate Learning, Pictorial Stimuli, Psychological Studies, Reading, Research, \*Sex Differences, \*Sex Discrimination, \*Sex Role, \*Sex Stereotypes, Syllables

This study evaluated the effects of individual differences in attitudes toward sex roles on the learning of neutral material associated with situations differing in rated sex-role appropriateness. It was hypothesized that if sexism is a valid dimension as measured in this study, then "sexists" would learn nonsense syllables associated with scenes rated "role appropriate" faster than those rated "role inappropriate," since the latter scenes would be expected to be somewhat aversive for them. Forty-eight female and 44 male subjects were presented two separate sets of eight nonsense syllables paired with chosen pictures which differed in role appropriateness. The results revealed that for all subjects inappropriate scenes were learned faster than appropriate scenes, and scenes depicting females were learned faster than those depicting males. Among females, sexist subjects took a slightly longer time to learn syllables associated with appropriate scenes than those associated with inappropriate scenes compared to nonsexists. Among males, nonsexists learned syllables paired with inappropriate scenes faster than those paired with appropriate scenes, while sexist subjects showed relatively little difference in learning rates as a function of appropriateness. (SW)

**ED 098 543** CS 001 483

Smith, Arthur L.

**Toward a Context for Black Reading Research.**

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Aural Stimuli, \*Cultural Factors, Environmental Influences, \*Negro Students, Reading Difficulty, Reading Instruction, \*Reading Programs, \*Reading Research, \*Speech, Visual Perception

Several working assumptions regarding black reading behavior and alternative contexts for black reading research are presented in this paper along with an attempt to seek the fundamental bases of perception, that is, reading knowledge in the folk wisdom of people. The paper also discusses the influence of cultural and environmental factors on the process of socialization and education, and creates a bridge between reading and speech communication theorists. The paper concludes that the reading program which understands the different perspectives of black culture will be able to apply theories and methods of aural or visual environments, or a combination of those environments so that the reading student is able to utilize the wisdom of his environment. (SW)

**ED 098 544** CS 001 485

Knafle, June D.

**Children's Use of Color Cues in Words.**

Pub Date Oct 74

Note—27p.; Paper presented at the Annual Meeting of the College Reading Association (18th, Bethesda, Maryland, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Beginning Reading, \*Color, Cues, \*Early Childhood Education, \*Visual Stimuli, \*Word Recognition

The results of two matching-to-sample experiments using color cues in Consonant Vowel Consonant (CVC) stimulus words with kindergarten through third grade subjects are included in this document. Color cues influenced subjects to match according to first letters. When the first letter of each stimulus word was underlined in red, kindergarten and first grade subjects' tendency to match according to first letters was increased, while second and third grade subjects' tendency to match according to rhyme was decreased. In the second experiment, when red letters were varied according to letter position, color cues appearing in the first letter position were utilized most frequently by all grades. Control subjects in all grades matched according to the first letter more frequently than according to the second or third letters, which did not differ. (Author/SW)

**ED 098 545** CS 001 486

Jacobson, M. Victoria

**A Linguistic Feature Analysis of Verbal Protocols Associated with Pupil Responses to Standardized Measures of Reading Comprehension.**

Pub Date May 74

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Critical Thinking, Grade 11, Linguistics, Reading, Reading Ability, \*Reading Comprehension, \*Reading Processes, \*Reading Research, Reading Tests, \*Thought Processes

The major purpose of this study was to provide insights into some of the reasoning strategies that may be used by students in obtaining meaning from the printed page. The study was designed to collect and analyze the verbal protocols of 11 seventh grade students involved in introspection as they responded to standardized measures of reading comprehension. The protocols were taped and later transcribed for analysis. A tree diagram feature analysis of the verbalizations was used to classify the responses into discrete strategies. The analysis scheme was subjected to a test of applicability. The proportion of agreement (.86) obtained by 10 independent judges was judged to be satisfactory to insure the reliability of the technique. Descriptive and statistical data reported frequency of use and successes, and showed significant strategy effect and a strategy-times-item type interaction for each individual. The study demonstrated the usefulness of introspection as a method for gathering information about the process of reading. It also supported the notion that reasoning strategies can be identified by careful and systematic analysis of students' verbal protocols. (Author/WR)

**ED 098 546** CS 001 487

Scheib, James E.

**An Information Support System for the Teacher as Instructional Manager.**

Pub Date Apr 74

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Accountability, Elementary Education, \*Field Studies, \*Information Systems, Programed Instruction, Reading Achievement, \*Reading Instruction, Reading Programs, Reading Research, \*Teaching Methods

Identifiers—Philadelphia

This paper describes the field implementation of a multi-level information feedback system developed in the School District of Philadelphia, discusses some of the problems involved in its implementation, and shares some of the insights gained in the process. The program, which is designed to improve the reading skills of students, is oriented toward the instructional process, includes data related to pupil performance and pupil characteristics, and provides information for administrators and teachers responsible for the education of over 100,000 of the school system's pupils. (RB)

**ED 098 547** CS 001 488

Lunneborg, Clifford E.

**Individual Differences in Memory and Information Processing.**

Washington Univ., Seattle. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Sep 74

Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Cognitive Ability, \*Cognitive Processes, \*Educational Research, Learning Processes, \*Learning Theories, Literature Reviews, \*Memory, Reading Processes, Recognition

Following a review of recent research in the University of Washington Department of Psychology project, Individual Differences in Cognition, analyses are reported linking performance in laboratory studies of cognition to performance on selected psychometric instruments. Intent of the study was to provide an empirical followup of Carroll's (1974) careful analysis of the information processing requirements of tests of cognitive factors. The results provide general support for Carroll's conclusions and suggest that a resolution of the long standing psychometric question of whether aptitudes or achievements are being assessed can be realized through studies designed to survey individual differences in current information processing capabilities. (Author/WR)

**ED 098 548** CS 001 489

**Evaluation of the Community Based Right to Read Program.**

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Sep 74

Contract—OEC-0-73-5174

Note—314p.; Some pages in the Appendix have marginal reproducibility

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

Descriptors—Adult Basic Education, Community Programs, \*Literacy Education, \*Program Evaluation, Reading Achievement, Reading Instruction, \*Reading Programs, Reading Research, Secondary School Students, \*Student Characteristics, Teacher Characteristics

Identifiers—\*Right to Read

A sample of 24 community-based Right to Read projects, 13 serving in-school youth and 11 serving out-of-school adults, were evaluated in this study. The objectives were to measure improvement in reading achievement and to analyze the relationships between achievement and programs, staff, and student characteristics. Testing and data collection was conducted between December 1973 and May 1974 and included pre- and post-testing of reading achievement, completion of individual student and staff data forms, collection of attendance data, and administration of an attitude scale and of staff questionnaires. Classroom and tutoring activities were also observed. Analysis of the data revealed, among other findings, that: students who were older, had more prior schooling, and had highest entry level skills gained the most; students and adults who perceived their attendance as voluntary did better than those who did not; and the number of hours of participation in the programs did not relate to outcome, but students who attended the greatest proportion of classes did better than students with irregular attendance. A 140-page appendix contains the tests, forms, and instructions used in the study and the profiles for each project included in the study. (TO)

**ED 098 549** 95 CS 001 490

**Operation Bull's Eye/ARDS (Auditory Reading Development System). Final Report.**

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 72

Grant—OEG-0-71-4726(324)

Note—64p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Adult Learning, \*Adult Reading Programs, Reading, Reading Ability, \*Reading Development, \*Reading Improvement, Reading Instruction, \*Reading Programs

The Auditory Reading Development Systems (ARDS) was devised to meet the educational needs of a segment of the model cities population that had not been reached by other programs. The ARDS is geared to teach the student whose reading level is 0.0 through 3.9, then 3.9 through 6.9, then 7.0 through 8.9. The target population is reached through "roving teachers," who give instruction on sites within the model neighborhood areas that are convenient to model neighborhood residents who need and want the proffered service. The ARDS method has built into it three major essentials for the acclimatization acceleration of uneducated and undereducated adult readers: acknowledgement of need for self improvement, capability for progressing at their own rate in terms of self-imposed goals and time limits, and provision for evaluation of specified intervals. The ARDS follows an orderly progression through sensory experience: look at a visual, talk about the visual, listen to summaries of student reactions, read these reactions, and add to audio and visual materials on the subject. The materials are compiled and graded by readability scores and the learning package is developed around three content areas: ecology, family convergence, and employer-employee relationships. (WR)

ED 098 550 CS 001 491

Taschow, Horst G.

**A Comparative Study of Diagnosis and Therapy in Children with Reading Deficiencies in the German and English Language.**

Pub Date Aug 74

Note—13p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Abstraction Levels, Bilingualism, \*Bilingual Students, Elementary Education, \*German, \*Language Proficiency, Reading, \*Reading Comprehension, \*Reading Research, Teacher Education, Translation, Word Recognition

Twenty-three German-English bilingual boys and girls, ranging from grades three to six in Saskatchewan's schools, were used in this study which sought to investigate their reading behavior when reading English passages. The individual Reading Inventory, administered in both languages, indicated that comprehension after oral and silent reading in English lagged significantly behind the comprehension shown in German. Tasks calling for word recognition indicated that subjects could recognize and pronounce the words in the English reading passages. Subjects mastered English-to-German-to-English translations with concrete samples, but were dissatisfied when they applied the same procedure to sentences with abstract connotations. When further abstract sentences were examined, students resorted to manipulating words in order to attain meaning. Pedagogical changes suggested by the study include preparation (exposing the bilingual student to main ideas of the new reading-learning experience), direction (directing the bilingual student to silent reading), discussion (challenging the bilingual student to use the weaker language in a discussion of the silently read passage), and application (letting the bilingual students expand and refine their own language facilities). (HOD)

ED 098 551 CS 001 492

Andrasik, Frank And Others

**Imagery and the Recognition of Textual Prose.**

Pub Date Apr 74

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Cognitive Processes, College Students, \*Imagery, \*Memory, Reading Research, Recall (Psychological), \*Retention

The effects of imagery on the recognition of subunits within a textual passage were investigated. College students first rated the subunits of a textual passage with respect to imagery. A different group of subjects was then given the passage to read, and these subjects were subsequently tested for recognition, either immediately or one week later. Recognition performance for the immediate test group was superior to that of the one-week delay test group. In addition, subjects correctly recognized more of

the subunits read high in imagery. Implications for future research and education were discussed. (Author)

ED 098 552 CS 001 494

Reiter, Arlene

**The Possible Interference of Black Dialect on the Comprehension of Beginning Standard Reading Materials.**

Pub Date Oct 74

Note—85p.; M.Ed. Thesis, Rutgers University

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Beginning Reading, Elementary Education, Grade 3, \*Negro Dialects, Oral Reading, \*Reading Comprehension, \*Reading Materials, \*Reading Research, Silent Reading, Standard Spoken Usage, Syntax, Vocabulary

This study investigated the effect of black dialect upon the comprehension of standard reading material by using 50 third-grade students. A sentence repetition test was administered individually to each subject to select pupils for either the standard or the dialect group. Subjects were tested for oral comprehension and silent reading comprehension. No significant differences were found between the standard and the dialect group in oral comprehension. However, a significant difference was found between the scores of the two groups on the silent reading comprehension section of the test. The results of this study indicate that black dialect speakers are more proficient at understanding oral standard English than was formerly supposed. It was suggested that there is great overlap in the syntax and vocabulary of standard and non-standard English, and it is this common core which must be used to the advantage of all children. (SW)

ED 098 553 CS 001 495

Moyer, Dorothy Clauser

**The Growth and Development of Children's Books About Mexico and Mexican Americans.**

Pub Date 74

Note—380p.; Ed.D. Dissertation, Lehigh University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-21,432, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Childrens Books, Childrens Literature, Content Analysis, Doctoral Theses, Fiction, Illustrations, Literary Styles, \*Mexican Americans, \*Mexicans

Two purposes prompted this study: to determine the growth and development of children's books about Mexico and Mexican-Americans in terms of content, illustrations, and format, and to determine whether there has been a change in the image of Mexico that is portrayed in these books. A total of 661 children's books were examined to determine the nature and accuracy of the information presented on the land, the history, the people and their ways of life, the role of religion, the value orientations of the people, the family unit and the life cycle, the economy, the government, the educational system, and the art and creative expression of the people. Books were grouped into five periods, within which they were divided into the categories of fiction and nonfiction. Findings showed an increase through the years in the number of books on Mexico and its people, and expansion of theme and subject matter in fiction, an increase in accuracy of subject matter in both fiction and nonfiction, an improvement in format of fiction and nonfiction, an improvement in the image of Mexico in fiction though some stereotypes still exist, a more thorough and accurate treatment of Mexico and Mexicans in nonfiction, and a generally accurate and meaningful treatment of Mexican-Americans in nonfiction. (Author/JM)

ED 098 554 CS 001 496

Duffy, Robert V.

**Elementary School Teachers' Reading.**

Pub Date Nov 74

Note—10p.; Paper presented at the Annual Meeting of the College Reading Association (18th, Bethesda, Maryland, October 31-November 2, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Elementary School Teachers, Inservice Programs, \*Inservice Teacher Education, \*Reading Habits, Reading Improvement, Reading Interests, \*Reading Research, Surveys, Teacher Behavior, Teacher Improvement

The reading habits of inservice elementary school teachers were surveyed through questionnaires administered in the summers of 1966 and 1972. The present study examined the findings of the two surveys for differences and possible inferences. Answers were sought to such questions as what magazines other than professional education journals were read; which professional education journals were read regularly; what books, other than textbooks, were being read; what books had been read in the last twelve months; who favorite authors were; what books were considered for reading next; and whether or not time was set aside during the week for reading. The overall differences observed between the two groups were considerably less extensive than the similarities. The compelling similarity was the amount of non-reading reported by so many teachers in both groups. (HOD)

ED 098 555 CS 001 497

Bean, Rita M.

**An In-Service Program Designed to Change Teacher Questioning Behavior During the Teaching of Reading Comprehension.**

Pub Date 74

Note—116p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-21,666, MF\$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, \*Inservice Teacher Education, \*Performance Based Teacher Education, \*Questioning Techniques, \*Reading Comprehension, Reading Research

The effect of a competency-based inservice program in questioning on teacher questioning behavior during the teaching of reading comprehension was investigated in this study. Fourteen intermediate teachers, randomly assigned to an experimental and control group, were observed before and after the program by trained observers who classified teacher questions into one of the five categories described in Barrett's Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension. Both groups of teachers completed pre- and post-tests measuring their ability to classify and construct questions at various levels. A criterion-referenced test was administered to students of all the teachers before and after the inservice program. The inservice program included stated competencies, type of competencies, criterion behaviors, and instructional resources. Teachers in the experimental group participated in learning experiences related to each of the competencies. It was concluded that the competency-based inservice program designed for this study seemed to be effective in changing teacher questioning behavior at specific levels of questions and in training teachers to write questions at various levels. Performance of students of participating teachers was not affected by the inservice program. (Author/TO)

ED 098 556 CS 001 498

Duffy, Gerald G., Ed.

**Reading in the Middle School. Perspectives in Reading No. 18.**

International Reading Association, Newark, Del.

Pub Date 74

Note—217p.

Available from—International Reading Association, 800 Barksdale Road, Newark, New Jersey 07101 (Order No. 118, \$6.50 non-member, \$4.50 member)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Instructional Programs, Intermediate Grades, \*Middle Schools, Reading, \*Reading Instruction, \*School Organization, Students, Teachers

Designed as a practical, field-oriented handbook for the middle school teacher, this book delineates the positive effects of the middle school upon the learner, the content teacher, and the reading teacher. Part one discusses the unique characteristics of middle schools and middle school pupils; part two focuses on the organizational problems of middle school programs; part three describes reading content and instructional strategies; and part four predicts the future of middle school reading. (JM)

ED 098 557 CS 001 500

Pracejka, Eleanor L.

**The Effect of Value Clarification on Reading Comprehension.**

Pub Date 74  
Note—143p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-21,682, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Content Reading, \*Critical Reading, Doctoral Theses, Humanistic Education, \*Reading Comprehension, Secondary Education, \*Values

Identifiers—Value Clarification

This study was designed to determine what effect knowledge of value clarification would have on the reading comprehension of eighth graders. The use of value clarification involves students in decision making, identification with characters or situations, evaluative judgments, appreciations, and so forth. In this study reading comprehension was defined as the understanding and interpretation of the meanings embodied in printed symbols. Value clarification was defined as a process whereby individuals are led in a systematic way, without persuasion, to understand their own aspirations, purposes, and feelings, thus establishing goals and levels of achievement. There were fourteen weekly sessions of 45 minutes each with two sessions used for pre- and post-testing. The experimental group read stories and discussed them using a value clarification approach. The comprehension group read the same stories but used the approach suggested by the publisher. A control group received only pre- and post-testing. Two major conclusions can be made from the findings: (1) exposure to value clarification does seem to result in an increase in reading comprehension; (2) there are strong indications of a positive relationship between knowledge of value clarification and reading comprehension. (Author/TO)

ED 098 558 CS 001 501

Ghatala, Elizabeth S. And Others

A Clarification of Frequency Effects in Children's Discrimination Learning. Technical Report No. 294.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-294

Pub Date Mar 74

Contract—NE-C-00-3-0065

Note—19p.

Descriptors—\*Behavior Patterns, Child Development, Cognitive Development, \*Cognitive Processes, \*Discrimination Learning, \*Educational Research, Elementary Education, Grade 6, Learning Processes, \*Memory, Retention

Four experiments were conducted to assess the effects of certain stimulus variables on children's discrimination learning. In general, it was found that word frequency was negatively related to discrimination learning as long as the words were meaningful to the subjects. Moreover, the relationship between word and performance reversed in free-recall learning, as was expected. Equivalent relationships between frequency and learning were obtained with verbal and pictorial materials. The implications of these results were discussed in the context of popular accounts of memorial representation. (Author)

ED 098 559 CS 001 502

Levin, Joel R. And Others

A Further Comparison of Imagery and Vocalization Strategies in Children's Discrimination Learning. Technical Report No. 299.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-299

Pub Date May 74

Contract—NE-C-00-3-0065

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Cognitive Processes, Concept Formation, \*Discrimination Learning, Educational Research, Elementary Education, Learning Processes, \*Perception

Identifiers—Imagery, Vocalizing

Three experiments were conducted to determine the effectiveness of verbal and imaginal rehearsal strategies in children's discrimination learning. With verbal materials, imaging the referent of the correct item was more facilitative

than vocalizing the correct item, as long as the former strategy was defined in a manner conducive to effective imagery generation. In fact, when children engaged in such a strategy, their verbal discrimination performance was virtually error-free. No difference between the two strategies was found in pictorial discrimination learning, both resulting in performance very near ceiling. A possible interpretation of the results is provided. (Author)

ED 098 560 CS 001 507

Hanzelka, Richard Louis

Characteristics of Short Stories Associated with Preferences of Ninth Grade Students.

Pub Date 74

Note—134p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-21,895, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, \*Fiction, Grade 9, \*Literature, \*Reading Interests, Secondary School Students, \*Short Stories, Student Interests

A sample of fifteen short stories, taken from the universe of short stories in ten hard-cover literature anthologies, was investigated to determine which characteristics of fiction would be most appealing to a panel of ninth grade student judges. The responses of seventeen ninth grade student judges were recorded on fourteen rating scales patterned after Osgood's semantic differential. A panel of English education specialists rated the stories on fourteen scales designed to produce numerical assessments of several elements of fiction that are often discussed in high school literature programs. In addition, the experts completed the fourteen student judge scales as they perceived the scales would be completed by a group of ninth grade students. The results indicated that student judges preferred stories with a clear plot; there was a high correlation between the evaluative set of scales and the readability-clarity scales; stories rated by the panel of experts in the adolescent characteristics were evaluated favorably by the student judges at a significant level; and student judges and experts agreed on nearly all aspects of the story ratings—evaluative, readability-clarity, thematic and familiar. (Author/WR)

ED 098 561 CS 001 512

Howell, Maryon

A Study of the Effects of Reading Upon the Attitudes of Fifth Graders Toward Mexican Americans.

Pub Date 73

Note—154p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6211, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—\*Changing Attitudes, Doctoral Theses, Grade 5, \*Reading, Reading Instruction, \*Reading Research, \*Spanish American Literature, \*Spanish Americans

Designed to test the effectiveness of reading as a factor in changing attitude, this study was based on three hypotheses: reading taught in the normal classroom could be the media through which positive attitudes toward Spanish Americans are fostered; there would be no significant difference between the scores of boys and girls and the children's attitudes; and there would be no significant difference between levels of intelligence and the children's attitudes. Of the 137 fifth-grade subjects used, 43 were used as a control group, 45 as a ten-week instruction group, and 49 as a five-week instruction group. Ten stories about Mexican Americans, all presenting positive attitudes, were used in the two instructional groups. Significant differences were indicated for the ten-week group, for three of four evaluations: the semantic differential, the social attitude scale, and the Purdue Master Attitude Scale. Only one test—the social attitude scale—indicated significance for the five-week instruction group. Neither sex nor intelligence was found to play a significant role in differentiating attitudes toward Mexican Americans. (Author/HOD)

ED 098 562 CS 201 380

Taylor, Karl K.

PERCOG: A Progress Report and A Second Report.

Pub Date Mar 74

Note—11p.; Paper presented at the Midwest Regional Conference on English in the Two-Year College (Omaha, Nebraska, Feb. 28-Mar. 2, 1974)

Journal Cit—Community College Frontiers; v1 n1 p5-10 Winter 1972; v2 n2 p8-12 Winter 1973

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Community Colleges, \*Composition (Literary), Perception Tests, \*Reading Tests, \*Remedial Instruction, Remedial Reading, \*Teaching Techniques, Visual Perception, Vocabulary

These two reports discuss remedial classes at the community college level. The first describes a series of tests that had been administered indicating the students had both perceptual and visual problems which interfered with their learning: the Peabody Picture Vocabulary Test, the Purdue Perceptual Motor Survey, and the Frostig Visual Perception Test. The second paper relates the successes and problems of teaching composition to remedial students through the use of diagrams, advertisements, and cartoons. (HOD)

ED 098 563 CS 201 382

Suppes, Patrick

Congruence of Meaning.

Pub Date 73

Note—18p.; Reprinted from the "Proceedings and Addresses of the American Philosophical Association" 1972-73, Vol. 40, p21-38

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Congruence, \*Geometric Concepts, Geometry, Linguistics, \*Linguistic Theory, \*Logic, \*Semantics, Transformational Generative Grammar

By looking at the history of geometry and the concept of congruence in geometry we can get a new perspective on how to think about the closeness in meaning of two sentences. As in the analysis of congruence in geometry, a definite and concrete set of proposals about congruence of meaning depends essentially on the kind of theoretical framework assumed. For this analysis a fixed, context-free grammar is assumed. Four definitions of congruence are established. This is followed by a discussion of the properties of congruence: first, a discussion of the natural analogues of classical geometric theorems about congruence of figures; second, an examination of the relation between congruence and groups of transformations; finally, a consideration of some conjectures about the expressiveness of language when the congruence relation is that of paraphrase. The geometrical analogy further suggests a relation between congruence of meaning and transformational grammars that has not yet been explored in linguistic or philosophical literature. This semantic theory, or the tools of logic, may eventually play the role in the study of natural languages that classical mathematical analysis has played in physics. (HOD)

ED 098 564 CS 201 464

Jacobson, Rodolfo

The Notion of Variability: English Language Performance in a Sociolinguistic Framework.

Pub Date May 74

Note—15p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Elementary Secondary Education, English Instruction, Intercommunication, \*Language Patterns, Language Research, Language Styles, \*Language Usage, Linguistic Theory, \*Semantics, \*Sociolinguistics, Teacher Responsibility

Today's inclusion of semantics within the overall language design offers proof against the earlier mistaken view that semantics was irrelevant to the study of language. Sociolinguistics have reassessed language as a social matrix that encompasses the sum of linguistic variation present in a given community. Variability in language is described by sociolinguistic rules which specify the grammatical options a speaker may actually select, given a number of conditions. Common to these formulations is the notion of constraints—factors that may or may not prevent a speaker from making a certain linguistic decision. Sociolinguistics has a far reaching consequence for English instruction in our schools,

bringing to our attention the idea of a cultural-linguistic continuum. No longer can the teacher's goal be that all children should speak alike. New educational goals should be based under one main objective: the acquisition of communicative competence. Teachers must have the ability to assess unemotionally the nature of speech varieties that children bring to school and to recognize the value of code shifting within everyday speech events. (HOD)

ED 098 565 CS 201 500

Trager, Robert  
The College President Is Not Eugene C. Pulliam:  
Student Publications in a New Light.  
Pub Date Aug 74

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Academic Freedom, \*Censorship, \*Freedom of Speech, Higher Education, \*Journalism, News Reporting, School Newspapers, Secondary Education, \*Student Publications, \*Student Rights

In recent years, considerable attention has been focused on freedom of the press, censorship, and students' rights because of litigation involving the issue of ownership where high school and college newspapers are concerned. Those favoring protection of student publications under the First Amendment argue that the model of hierarchical organization applicable to commercial newspapers does not fit student publications. The school (college, university) is not the publisher of the student newspaper, and the university president is not the owner. In order for the school to be granted control of student publications in the same way that owners of commercial publications control newspaper content, the schools would have to finance the paper and be clearly liable for a publication's torts. The solution to the ownership controversy lies in applying the academic freedom concept to student journalists so that student publications are free to publish what they wish within the bounds of libel and obscenity, and are subject to the review of their peers, their audience, and the more general community. (RB)

ED 098 566 CS 201 506

Beam, Paul  
Parameters of Syntax and Comprehension: A Test of Form-Meaning Relationships for Secondary School Students.  
Pub Date Aug 73

Note—32p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (6th, Vancouver, B. C., August, 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Educational Research, English Instruction, Grade 11, Language Patterns, Linguistic Competence, \*Punctuation, \*Readability, \*Reading Comprehension, Secondary Education, \*Sentence Structure, \*Syntax

An investigation of the relationships between form and comprehension of written materials by eleventh grade students is reported in this paper. Students were asked to manipulate two variables of spacing and punctuation in a consistently administered and marked exercise. Students also completed a comprehension test on the exercise they had just finished. It was hypothesized that comprehension would vary directly with students' capability of imposing form on the selection and that hypothesis was supported. Possible implications of these results are discussed. Graphs of results and the test forms are included. (TO)

ED 098 567 CS 201 528

Seitz, Victoria  
The Effects of Integrated Versus Segregated School Attendance on Short-Term Memory for Standard and Nonstandard English.  
Pub Date Sep 74

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974); Some pages have marginal reproducibility

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—American English, \*Caucasian Students, \*Educational Research, Elementary Edu-

cation, Memory, \*Negro Students, \*Nonstandard Dialects, School Integration, Socioeconomic Status, \*Standard Spoken Usage

To determine the ability of both black and white children to repeat sentences which conform to the grammatical rules of standard versus nonstandard English, and to examine how attendance at racially and socioeconomically integrated versus segregated schools affected performance in standard and nonstandard English, third and fourth graders were divided into four groups. Groups 1 and 2 consisted of 80 black children from low-income homes. About half of these children had attended an integrated school in a suburban area since their entrance into school. The remaining children had attended an all-black school in their own neighborhood. Groups 3 and 4 consisted of 60 middle-income, mostly white children, who had attended a segregated school in their own neighborhood. Results revealed that black, low-income children performed significantly better than white, middle-class children in recalling nonstandard sentences. Black, low-income children who had attended an integrated school were both better on standard and poorer on nonstandard sentences than similar children who had attended a segregated school. (SW)

ED 098 568 CS 201 594

Reiley, Kenneth C. Erb, Lyle L.  
Trends in Newspaper Layout and Design.  
Pub Date Aug 74

Note—46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—\*Design, Higher Education, Journalism, \*Layout (Publications), News Media, \*Newspapers, News Reporting, Photography, \*Printing, Publishing Industry, \*Trend Analysis

With the increasing competition from television in recent years, the newspaper industry has finally realized that it doesn't have the news field as its sole domain. The competition, especially from colored television, and the fast pace of contemporary society have influenced the layout and printing format of the national newspapers in several ways: nonessential print is being removed from the masthead; stress is placed on readable type that lessens eye strain; more white space is left around pictures, making them stand out; emphasis is placed on a horizontal progression in contrast to the vertical columns that characterized the layout of earlier newspapers; and greater attention is given to research concerning the tastes and habits of readers. (The original presentation of this paper included a slide show visually demonstrating examples of layout and format changes in newspapers.) (RB)

ED 098 569 CS 201 603

Poulsen, Sten C.  
The Scientific Basis of Our Knowledge About Study Methods. Report No. 6.  
Danish Inst. for Educational Research, Copenhagen.

Pub Date 69

Note—20p.; Translation of an article appearing in the Danish journal "Uddannelse 69" (Education 69), 1969, Vol. 2, p. 354-364

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Behavior Patterns, \*Definitions, \*Educational Research, Higher Education, \*Research Needs, \*Study Habits, \*Study Skills

On the basis of educational experience and educational research, the following two assumptions have been widely accepted: students achieving the best results work differently from those who do less well, and low achieving students may learn something from the way the "good" performers approach the learning task and will thus be able to obtain far better results from their studies. These assumptions are based on subjective impressions gained by teachers and students, and on tentative results from small-scale investigations. Methods promoting a more effective manner of studying are not often the product of premeditation on the part of students. Some methods are discovered by mere chance, others through experiments made by individuals in an effort at getting as much done as possible within the briefest span of time, and others are the result of

thorough scientific research. In any case, more efforts need to be directed toward educational research aimed at defining, investigating, and determining those study methods which will prove useful in helping students to learn. (RB)

ED 098 570 CS 201 627

Chiu, Rosaline K.

Looking into the Characteristics of Spoken and Written English: A Report on the On-Going Applied Linguistic Projects of the Research Division, Directorate of Studies, Staff Development Branch, Public Service Commission of Canada.

Pub Date Aug 73

Note—24p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (6th, Vancouver, British Columbia, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Applied Linguistics, English (Second Language), Government Employees, \*Language Research, \*Language Styles, \*Language Usage, Linguistic Patterns, Oral English, \*Sociolinguistics, Speech Habits, Written Language

Identifiers—\*Registers (Linguistic)

In the last 15 years much attention has been devoted to the identification and description of varieties (register and style) of language within the same speech community. The Research Section, Directorate of Studies, Staff Development Branch, Public Service Commission of Canada carried out three TESL-oriented linguistic studies on the characteristics of written and spoken English that federal government employees used at work. The first study demonstrated to what extent register exercised constraints on the native speakers' selection of lexical verbs structures in speech and in writing. In this study the lexical verb types of administrative correspondence and boardroom discussion were analyzed. The second project involved a syntactic analysis of 10,000 spoken sentences and over 5,000 written sentences. A tagmemic model analyzed the sentence and its parts in terms of both function and form. The third project analyzed over 130,000 words of spoken English to isolate a range of fixed expressions used for such purposes as capturing attention, holding the floor in conversation, providing encouragement and feedback, and so on. It was hoped that the findings would contribute to more comprehensive course design and more effective teaching. (HOD)

ED 098 571 CS 201 628

Chiu, Rosaline K.

Describing the Grammatical-Statistical Patterns in Registers: Towards the Making of Pedagogical Grammars.

Pub Date 74

Note—45p.; Paper presented at the Annual Meeting of the Association of Teachers of English to Speakers of Other Languages (Denver, Colorado, March 5-10, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Applied Linguistics, \*English (Second Language), Government Employees, \*Language Research, \*Language Styles, \*Language Usage, Lesson Plans, Planning, Sociolinguistics

Identifiers—\*Pedagogical Grammars

Course designers and teachers of English as a second or foreign language need a pedagogical grammar, that is, a collection of linguistic statements about English which specifies the linguistic behaviors that an ESL/EFL learner will need to acquire and which can easily be used in the preparation of materials and lessons. Pedagogical grammars should, among other things, supply information on how and how often the grammatical items and patterns are used, in what typical situations and between whom, and when they are most frequently and appropriately used. An ad hoc but systematic description of relevant registers would supply the kind of analytical, quantitative, and contextual information required by pedagogical grammars. Such a description was provided by several register-oriented and ESL-oriented research projects carried out in Canada (described in detail with accompanying graphs and charts). The groups used in these projects were the English- and French-speaking government employees who need to have skill in the registers of administrative and boardroom English—both in writing and in speaking. (HOD)

ED 098 572 CS 201 646

Eppstein, John, Ed.

Television and World Affairs Teaching in Schools;  
Report of the Atlantic Study Conference on  
Education (9th, Bordeaux, Sept. 3-9, 1972).

Pub Date Sep 72

Note—39p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Conference Reports, \*Inservice Teacher Education, Mass Media, Political Attitudes, Secondary School Students, \*Student Attitudes, \*Television Viewing, \*World Affairs. The principal papers read at the ninth conference in a series of Biennial Atlantic Study Conferences on Education, which was organized at the University of Bordeaux at Talence to benefit those concerned with the teaching of world affairs and social science in the secondary schools of the Western world, are included in this report. Titles of papers presented are: "Television—For or against Education?" by the Atlantic Information Centre for Teachers, "Politics and Television" by Geoffrey Johnson Smith, "The Influence of Current Affairs Broadcasting upon Pupil Attitudes Towards Politics" by Professor Judith V. Torney, "Current Affairs Coverage on Television: The French Experience" by Senator Louis Gros and Christian Bernadac, "Current Affairs Coverage on Television: The British Experience" by Phillip Whitehead and Julian Critchley, "The Impact of Televised Information on Teachers and Pupils" by Lucien Geminard, "Can School and Television Complement one another?" by Rector Henri Gauthier, and "General Debate: Impressions of a Round Table Discussion." Conclusions consist of three group reports: "The Problem in the Classroom," "The Problem for the Television Producer," and "The Objectivity Factor." (SW)

ED 098 573 CS 201 647

Lettman, Gretchen

Here Is Our Ernie Pyle.

Pub Date Aug 74

Note—44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974); Some pages have marginal reproducibility.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Biographies, Higher Education, \*Journalism, \*Newspapers, \*News Reporting, \*United States History, Writing.

Identifiers—\*Pyle (Ernie)

This document contains a biographical sketch of Ernie Pyle, the Pulitzer Prize-winning journalist from Indiana who gained fame during World War II as a nationally syndicated correspondent for the Associated Press. The story of Pyle's life is traced from his birth in Dana, Indiana, through his college years and his early years as a roving reporter for the "Washington Daily News," and concludes with his experiences as a war correspondent and his death while covering an invasion in the Pacific. (The original presentation of this sketch included a slide show compiled from pictures taken by the author and from a collection of pictures at Indiana University.) (RB)

ED 098 574 CS 201 651

Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications.

McGraw-Hill Book Co., New York, N.Y.

Pub Date 74

Note—11p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Books, Discriminatory Attitudes (Social), \*Editing, \*Publications, Reference Materials, \*Sex Discrimination, \*Sex Stereotypes, Textbook Publications, \*Writing.

Intended primarily for use in writing and editing teaching materials, reference works, and non-fiction works in general, these guidelines have been compiled to alert authors and McGraw-Hill Book Company staff members both to the problems of sex discrimination and to various solutions. In addition, the guidelines reveal ways in which males and females have been stereotyped in publications, show the role that language has played in reinforcing inequality between the sexes, and indicate positive and practical approaches in providing fair, accurate, and balanced treatments of both sexes in the book company's publications. (JM)

ED 098 575 CS 201 653

Film and Film Making as a Performing Art in the Elementary School.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 73

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Class Activities, Elementary Education, \*Film Production, \*Films, Self Expression, Theater Arts.

Compiled to help teachers provide students with experiences in the performing arts, this booklet is based on the premise that these arts—geared to all children—aid students in becoming more aware of themselves through unique, personal means of expression. This publication focuses specifically on films, with chapters on film craft (a study of "The Red Balloon"), the film maker's art, and making films. A glossary of film angles is included. (JM)

ED 098 576 CS 201 654

Campbell, Laurence R.

High School Publications in South Dakota.

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational History, \*High Schools, \*Journalism, \*School Newspapers, School Publications, \*Student Publications, \*Yearbooks.

Identifiers—\*South Dakota

This compilation of student publications contains chronologically arranged lists of school newspapers, yearbooks and magazines founded and in existence in South Dakota high schools. The listings are further categorized according to the title of the publication, the high school, and the city in which it is published. (RB)

ED 098 577 CS 201 661

Campbell, Laurence R.

High School Newspapers in South Carolina.

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 74

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Educational History, \*High Schools, \*Journalism, \*School Newspapers, School Publications, \*Student Publications, \*Yearbooks.

Identifiers—\*South Carolina

This compilation of student publications contains chronologically arranged lists of school newspapers, yearbooks, and magazines founded and in existence in South Carolina high schools. The listings are further categorized according to the title of the publication, the high school, and the city in which it is published. (RB)

ED 098 578 CS 201 663

Huntley, Reid

Ohio University's 100 Level English Program: A Balanced, Experimental Structure That Satisfies Almost Everyone.

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974).

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—College Freshmen, College Programs, Composition (Literary), \*English Programs, Higher Education, Literature Appreciation, \*Program Content, \*Program Descriptions, \*Program Evaluation.

A description of the 100 level English program at Ohio University, an explanation of how the program got started, and a brief evaluation of how the students and faculty responded to the program are included in this paper. Acknowledging that the students come into the program with 12 years or more of study of English composition and literature, the program offers the student a selection of seven basic courses, all designed by a departmental committee: literature of initiation, focusing on the theme of innocence-to-experience; black literature; urban experiences in literature; images of man and woman in literature; literature of vision and fantasy; literature on alienation; and contemporary

writing skills. Also available to the faculty are two categories for self-designed courses—literary topics or contemporary issues. The courses are open to both freshmen and sophomores. Having stemmed from the desire to move away from the traditional "freshman composition" approach, the program has gone through some minor changes as a result of evaluations. Both the faculty and students are pleased with the outcome. (HOD)

ED 098 579 CS 201 666

Program of Study: American Literature, Junior Year.

Williamsport Area School District, Pa.

Pub Date 73

Note—101p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*American Literature, Course Objectives, English Instruction, \*English Programs, \*Grade 11, Independent Study, Literary Genres, Research, Secondary Education.

This six-week program of study in American literature for the junior year includes an introduction, the program objectives, a survey of genres, units on themes in American literature which deal with adolescence, alienation, and the American Dream, a chronological study of American literature, and units on the research paper and independent study. The objectives for each unit are divided into structural, technical, and meaning categories. Each category contains objectives specific to its integrity, and a separate vocabulary list accompanies each category. The tests suggested at the conclusion of the objectives included those which serve as primary sources, anthologies, critical collections or periodic or genre history. A syllabus and a bibliography are presented with each genre. Listed under the research paper are purposes, strategies, teaching suggestions, and examples of suitable and unsuitable topics. (SW)

ED 098 580 CS 201 667

Golub, Lester S.

A Development Cycle for a Competency Based English Curriculum, Grades K-12.

Pub Date 74

Note—11p.; Unpublished study done at Pennsylvania State University.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Composition (Literary), \*Curriculum Development, \*Curriculum Planning, Elementary Secondary Education, \*English Curriculum, Film Study, Language Arts, Listening, Literature, \*Performance Based Education, Reading Instruction, Speaking.

The components of a competency-based English curriculum, grades K-12, are described, taking into account competencies at various levels rather than grades. The content areas at each level include listening, speaking, reading, writing, language, literature, and media. An explanation is provided at each stage of development for: needs assessment; selection and description of concepts and skills; development of concept and skill objectives; development of test items for concept and skill objectives; development of materials and activities for teaching objectives; development of individualized, learning activity packets which include objectives, a pretest, learning activities for each objective, and a posttest; formative evaluation and revision of learning activity packets for maximum student attainment of objectives; and development of the sequence and scope of the curriculum at each of the levels. (HOD)

ED 098 581 CS 201 668

Gidden, Nancy Ann

Multi-Media Bibliography: The Search.

Pub Date 74

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Books, Films, Filmstrips, \*Library Research, \*Mass Media, Phonograph Records, \*Poetry.

Composed of two parts, this document reports the problems and successes encountered in compiling an annotated bibliography which may be used in teaching contemporary poetry and contains the resultant 42-item annotated bibliography. The major portion of the bibliography consists of books, with the other entries listed under the headings of filmstrips, 16mm films, and records. (JM)

**ED 098 582**

CS 201 669

*Lukens, Chris***Using Your Daily Newspaper to Teach Vocabulary and Writing.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date 68

Note—16p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Class Activities, Intermediate Grades, Journalism, \*Newspapers, \*Teaching Guides, \*Vocabulary Development, \*Writing Exercises, Writing Skills

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers ideas on using the daily newspaper to teach vocabulary and writing to students on any level. Suggestions include using a "word of the week" to teach word meanings, uses, and roots as well as how words can be used in a sentence; listing vocabulary words on bulletin boards and in notebooks; students writing their own stories using the five W's (who, where, what, why, and when); and students using cartoons for speaking, writing, and drawing experiences. (SW)

**ED 098 583**

CS 201 670

*Walsh, Ruth M.**And Others***Business Communications: A Selected, Annotated Bibliography.**

American Business Communication Association, Urbana, Ill.

Pub Date 73

Note—50p.; Reprinted from Fall 1973 "Journal of Business Communication"

Available from—American Business Communication Association, 317-B David Kinley Hall, University of Illinois, Urbana, Illinois 61801 (\$2.50)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, Bibliographies, Business, \*Business Communication, \*Business English, Writing

The main focus of this selected, annotated bibliography of works in business communication and closely allied areas is business writing. The fields of management information systems, psychology, linguistics, and communication theory are not included. Entries are arranged alphabetically by author or by title. (JM)

**ED 098 584**

CS 201 672

*Loo, Mee Quai P.***Using Your Daily Newspaper to Teach Math to Slow Learners.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date Jun 68

Note—16p.; Some parts marginally reproducible due to small type

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Class Activities, Elementary Education, Instructional Materials, \*Mathematics Instruction, \*Newspapers, Reading Skills, Remedial Reading, \*Slow Learners, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers ideas on using the daily newspaper to teach mathematics to slow learners. Classroom activities include teaching students how to shop for bargains through newspaper advertisements, how to compute batting averages in baseball, how to write a check after adding up the items purchased, and how to read graphs. (RB)

**ED 098 585**

CS 201 673

**Using Your Daily Newspaper to Turn On the Resistant Reader.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—30p.; Some pages have marginal reproducibility due to small type

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Class Activities, Elementary Education, Junior High School Students, \*Newspapers, Reading Ability, Reading Dif-

ficulty, \*Reading Games, Reading Interests, Reading Skills, \*Remedial Reading, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the daily newspaper to "turn on" the resistant reader. Sample materials describe how to use the 5 w's (who, what, where, when, why) and a H (how) to answer questions, read without words, play beginner's bridge, use comics for learning, watch television, use puzzles for building vocabulary, pretend to be an announcer on the air, and pretend to be "Dear Abby." Also included are ideas for job hunting, choosing a car, playing games with sports, astrological forecasting, writing responses to editorials, finding out more about restaurants, studying geography, and keeping up the latest fashions. (SW)

**ED 098 586**

CS 201 674

*Wong, Florence Bowling, Barbara***Using Your Daily Newspaper to Teach Remedial Reading.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [70]

Note—18p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Composition Skills (Literary), Intermediate Grades, Junior High School Students, \*Newspapers, Reading Instruction, Reading Programs, Reading Skills, \*Remedial Reading, Slow Learners, Student Motivation, Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions for using the newspaper to teach remedial reading to junior high school students. Program A discusses a reading program built on motivation and contemporary materials to reach students who are completely turned off by standard reading books. Program B describes teaching literature and developmental reading to seventh and eighth grade students of mixed abilities, and also contains a suggestion that the newspaper has high potential for individualized instruction. (SW)

**ED 098 587**

CS 201 675

*Loo, Mee Quai P.***Using Your Daily Newspaper to Teach the Mentally Handicapped.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—22p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (Write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Anthropology, Archaeology, \*Class Activities, Communication Skills, History, Intermediate Grades, Mathematics, \*Mentally Handicapped, \*Newspapers, \*Reading Development, Speech, Student Motivation, \*Teaching Guides, Values

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the newspaper to teach the mentally handicapped. Classroom activities include the use of graffiti, pictures, comics, color, and charts, as well as speech activities, debate issues, history, creative or make up contests, anthropology, archaeology, science, and math. Values are also taken into consideration. (SW)

**ED 098 588**

CS 201 676

*Lukens, Chris***Using Your Daily Newspaper for Consumer Education.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—21p.; Some parts marginally reproducible due to small type

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Class Activities, \*Consumer Education, Elementary Education, \*Instructional Materials, \*Newspapers, \*Publicize, Secondary Education, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the daily newspaper for consumer education and provides ideas on how to make students consumer conscious through experience gained in the classroom. It sets up problems relevant to students (adult or younger) in their lives outside the classroom and prepares students for coping with the problems consumers face daily, especially in the area of comparative shopping. (RB)

**ED 098 589**

CS 201 677

**Using Your Daily Newspaper to Teach English as a Second Language.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—19p.; Some parts marginally reproducible due to small type

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Adult Education, Elementary Education, \*English (Second Language), Language Arts, \*Newspapers, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions for using the newspaper to teach English to nonnative speakers. Recommendations include teaching language through culture—not taking anything for granted in teaching English as a second language—and techniques for analyzing newspaper ads, headlines, and advice columns. (SW)

**ED 098 590**

CS 201 678

*Lukens, Chris***Using Your Daily Newspaper to Teach Social Studies from the Ads.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date Jun 68

Note—16p.; Some parts marginally reproducible due to small type

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Class Activities, \*Consumer Education, Educational Resources, Instructional Materials, \*Newspapers, \*Publicize, Secondary Education, \*Social Studies, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers ideas on using the newspaper advertisements to teach social studies. Suggestions for using newspaper advertisements include studying tour and travel items and locating places on the map, using restaurant advertisements to increase cultural awareness and examine social differences, and saving money by making economical selections of products advertised in the newspaper. (RB)

**ED 098 591**

CS 201 679

*Severance, Hazel***Using Your Daily Newspaper to Teach Kindergarten and First Grade.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—16p.; Some parts marginally reproducible due to small type

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Art, Grade 1, Kindergarten, \*Language Arts, Listening Skills, Mathematics, \*Newspapers, Reading Skills, Speech Skills, \*Teaching Guides, Writing Skills

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers ideas on how to use the newspaper to teach kindergarten and first grade students reading, writing, speaking, listening, math and science, and art. (SW)

**ED 098 592**

CS 201 680

*May, Stanley Pangilinan, Thomas***The Value of Putting Out a Class Newspaper.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—24p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*Class Activities, \*Class Newspapers, Elementary Education, Grade 6, Journalism, Student Projects, \*Student Publications, Writing Skills

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide suggests ways of publishing a paper and discusses the skills the youngsters learn in the process. Emphasis is placed on developing the right setting, learning the history of the paper, and acquiring some background in writing. Such sections of the paper as the front page news, editorials and letters to the editor, advertisements, the comics, features, and sports are examined. The class newspaper staff is discussed, and its duties are outlined. It is suggested that more than one issue of the paper be published so that students will learn from their mistakes. (SW)

**ED 098 593** CS 201 681

*Lukens, Chris*

**Some Practical Ideas on How to Start Using the Newspaper in the Classroom.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date Oct 69

Note—32p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**\*Class Activities, Elementary Education, \*Instructional Materials, Kindergarten Children, Language Arts, Mathematics, \*Newspapers, Reading, Secondary Education, Social Studies, Speech, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers some practical ideas on how to start using the newspaper in the classroom for social studies, mathematics, speech, and language arts instruction. This booklet, both for convenience and at the request of teachers, is divided into three sections: kindergarten through the third grade, upper elementary, and secondary. (RB)

**ED 098 594** CS 201 682

**100 Ideas for Using Your Daily Newspaper to Teach Lower Elementary Classes (Three-on-Two).**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—41p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**\*Educational Resources, Grade 1, Kindergarten, Language Arts, Mathematics, \*Newspapers, Primary Education, Social Studies, Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers 100 ideas for using the daily newspaper to teach lower elementary classes language arts, social studies, and mathematics. The 100 ideas may be adapted to either group or individual instruction; however, the teachers highly recommend individualized instruction. (SW)

**ED 098 595** CS 201 683

**Newspaper in the Classroom: Critical Thinking.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—14p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*Class Activities, \*Critical Thinking, Instructional Materials, Language Arts, \*Newspapers, News Reporting, Persuasive Discourse, Propaganda, Secondary Education, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers ideas on using the newspaper to teach critical thinking. It includes suggestions for developing critical awareness of the facts that content differs from newspaper to newspaper, that newspapers

contain both factual reporting and opinion, the objectivity in news reporting has limitations, and that journalism has earned a permanent place in American literature. The guide concludes with a list of the 12 most commonly used propaganda devices. (RB)

**ED 098 596** CS 201 685

**How to Read Your Newspaper.**

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—40p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—**\*Class Activities, Content Analysis, Elementary Secondary Education, Instructional Materials, Language Arts, Language Development, \*Newspapers, \*Reading Skills, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on how to teach students to read the newspaper. The booklet presents a rationale for teaching students to read the newspaper, stresses the importance of creating the right classroom environment for teaching students to read the newspaper, defines what is news and what a newspaper should accomplish, discusses the kinds of information that different audiences seek from a newspaper, explains what goes into the different sections of the newspaper, points out the difference between news and editorial comment, details the different kinds of writing found in newspapers, and explains the different types of advertising. (RB)

**ED 098 597** CS 201 686

*Fleming, Margaret, Ed.*

**Teaching the Epic.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—120p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 38550, \$1.95 non-member, \$1.75 member)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors—**American Literature, Bibliographies, Classical Literature, English Instruction, \*Epics, German Literature, Greek Literature, High Schools, Legends, \*Literary Analysis, Literature, \*Literature Appreciation, Medieval Literature, Medieval Romance, Old English Literature, Poetry, Spanish Literature

Assembled to aid high school literature teachers in exploring the epic with their students, materials in this book approach the epic as a product of a specific culture which presents vivid pictures of earlier societies. Following the introduction and the opening essay, "The Role of the Supernatural in the Epic," chapters are grouped under the headings of "Ancient Near Eastern and Classical Epics," "Epics of India," "National Epics," "Renaissance Epics," "Christian Epics," and "Epics in America." Four essays are also included: "Epic Themes and Techniques Illustrated in Translations of the Iliad," "Sample Linguistic Analysis of the Iliad, I. 1-7," "Suggested Projects for the Study of Epics"; and "Words of Art, Literature, and Music Based on Epics." A bibliography concludes the book with sections on available paperback epic translations, available paperback epics in English, epics available in hardback editions only, reference works, and audiovisual teaching materials. (JM)

**ED 098 598** CS 201 690

*Burd, Gene*

**A New State "City Magazine": A Report on "Texas Monthly." Winner of the National Magazine Award for Specialized Journalism.**

Pub Date Aug 74

Note—8p. Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974); Marginal reproducibility

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors—**Information Dissemination, \*Journalism, Mass Media, \*News Reporting, Periodicals, \*Reading Interests, Reading Material Selection, \*Reports

The "Texas Monthly," a one and a half year old magazine begun in February 1973, provides upper income readers with both booster and critical content. In its first year, the magazine moved from 10,000 circulation to 60,000, from six to thirty-five pages of ads, and from a staff of six to twenty-one. Nearly half of its readers are in the \$20,000 and up income bracket and have college degrees or training, and a large majority hold influential decision-making positions, especially in finance and investment. In addition to content on sports, travel, the outdoors, music, films, books, museums, exhibits, food and nutrition, business, fashion, and entertainment, "Texas Monthly" offers reporting on such topics as the state Highway Establishment, land sales schemes, abortion, sex, lobbying, religious radio, Jesus freaks and freak doctors, law firms, and news media. Response to the magazine has generally been favorable; however, some early objections were raised by those who object to profane language in print. The advertisements did gain readers. The success of "Texas Monthly" offers clues that magazines are not dead but are thriving in new forms. (SW)

**ED 098 599** CS 201 692

**Language Arts, the Child, and the Curriculum.**

New York State Education Dept., Albany, Bureau of Elementary Curriculum Development.

Pub Date 74

Note—21p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**Art Activities, \*Creative Activities, Creative Dramatics, Creative Writing, Dramatic Play, Elementary Education, \*Language Arts, \*Learning Activities, Puppetry, Radio, Student Developed Materials, \*Teaching Guides, Television

Adaptable to all age levels and to various areas of the language arts curriculum, the activities suggested in this book are examples of the types of experiences that teachers have found interesting and exciting for children and that call for involvement on the part of the children. The activities have been used successfully by teachers in developing children's competency in oral and written communications. Language arts centers are discussed, task cards are explained and examples given, and the following activities are described: creative writing folders, flannel board stories, puppets, dioramas and murals, plays, newspapers, television or radio, and book production. (HOD)

**ED 098 600** CS 201 693

*Campbell, Lawrence R.*

**High School Newspaper Problems: Expectations for Newspaper Staff Members; Cooperative Efforts to Solve School Press; The Newsmagazine—Asset or Liability; Newspaper Advisers and Freedom of the Press (Exploratory Studies).**

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 74

Note—23p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—**\*Educational Research, Faculty Advisors, Freedom of Speech, \*Journalism, \*National Surveys, Research Tools, School Newspapers, Secondary Education, \*Student Publications, \*Teacher Attitudes

This document contains five exploratory studies into the problems faced by high school journalism teachers and publications advisors. "High School Newspaper Problems" investigates the areas of finance, facilities, censorship, freedom of speech, and staff recruitment; "Expectations for Newspaper Staff Members as Learners" samples the views of newspaper advisors and teachers responsible for high school journalism activities; "Cooperative Efforts to Solve School Press Problems" contains advisors' responses to statements about their high school regional and state press associations; "The Newsmagazine—Asset or Liability" explores the merits of the newsmagazine; and "Newspaper Advisers and Freedom of the Press" surveys the attitudes held by newspaper advisors toward freedom of the press. Because of insufficient data, no conclusions were reached. (RB)

**ED 098 601** CS 201 694

*Allen, Lee E., Ed.*

**Elective English Programs.**

New England Association of Teachers of English, Burlington, Vt. Pub Date Sep 74

Note—37p.

Journal Cit—The Leaflet; v73 n2 Entire Issue Sep 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Biographies, Book Reviews, Drama, \*Elective Subjects, \*English Instruction, Literature, Secondary Education, Slow Learners, Student Motivation

Identifiers—Alienation

Offering a variety of thoughts and courses for consideration, the theme for this particular issue is electives. Chapters include "How Can They Hear You When They're Snoring? An English Elective for Non-Motivated Students," "The Literature of Alienation: An English Elective," "Elective Courses in English: A Giant Step toward Individualization and Accountability," "Biography: Too Long Neglected," "Getting Out of the Way: Contracts as an Approach to Individualized Instruction for the 'Slow' or 'Reluctant' Learner," "An ERIC/RCS Review: Elective English Programs," "Drama at the Heart of the English Class," and "Back Pages: A Column of Book Reviews." (HOD)

ED 098 602 CS 201 695

Bulcock, Jeffrey W.  
Achievement in Mother Tongue Literature: Some Strategies of Causal Analysis.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden); Stockholm Univ. (Sweden). Inst. for the Study of International Problems in Education.

Pub Date Apr 74

Note—113p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Conceptual Schemes, \*Cultural Factors, \*Family Environment, \*Literature, Models, \*Reading Achievement, Reading Comprehension, \*Reading Research, Reading Skills, Secondary Education, Verbal Ability

Identifiers—Sweden

Three stages of linear causal model building procedures (conceptual, main theory, and auxiliary theory) were used to examine the cultural and personality resources of individuals and their school-related skills as determinants of achievement in mother tongue literature. A path analytic approach was used to test a popular model of literature achievement among a subsample of Swedish 14-year-olds. A pooling procedure was used for controlling the influence of sex and the amount of effort expended on school work. Analysis showed that both the cultural resources of the student's home and his verbal ability, as mediated by his level of reading comprehension, account for most of the explained variance in the model. Some conventional beliefs regarding achievement in literature were not supported by the analysis. Thus, variables such as reading speed, the hours spent reading for pleasure, and literary attitudes had negligible effects and were omitted from the final revised form of the model. The final form was composed of policy variables potentially manipulable by within-school teaching strategies. (Author/HOD)

ED 098 603 CS 201 697

How to Use the Newspaper to Teach the Disadvantaged Child.

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—18p.

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Communication Skills, Composition Skills (Literary), \*Disadvantaged Youth, \*Newspapers, Reading Comprehension, Reading Skills, Secondary School Students, Special Education, Student Motivation, \*Teaching Guides, Vocabulary Development

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the newspaper to teach the disadvantaged child communication and reading skills. The objectives are to acquaint students with the format and contents of the newspaper; to improve vocabulary and comprehension; to encourage students to write creatively and effectively; to create an atmosphere that will encourage students to read the newspaper; to prepare students for a positive involvement in American

democracy; to develop in students the habit of reading the newspaper daily in order to be informed of events happening in their community, state, nation, and the world at large; and to help students learn how to recognize ambiguity. Also included are specific junior high and senior high classroom techniques as well as techniques to be used with special education classes. (SW)

ED 098 604 CS 201 698

Newspaper in the Classroom: Classroom Ideas.

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date [73]

Note—24p.; Marginal legibility on some pages

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Class Activities, Elementary Education, \*Instructional Materials, \*Language Arts, \*Newspapers, \*Reading Skills, Secondary Education, \*Teaching Guides

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the newspaper as an instructional aid in the classroom. Following a list of do's and don'ts for teachers who plan to introduce the newspaper to students, this booklet contains general ideas on how to teach students in the language arts and how to handle a news story, a picture, an editorial, an airline advertisement, a headline, a comic strip, a grocery advertisement, a coupon advertisement, and a map. Each section of this booklet ends with a number of activities that teachers will find useful. (RB)

ED 098 605 CS 201 699

Newspaper in the Classroom: Idea Kit for Teachers.

Hawaii Newspaper Agency, Inc., Honolulu.

Pub Date 73

Note—39p.; Some pages have marginal reproducibility

Available from—Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Class Activities, Current Events, Elementary Education, \*Instructional Materials, Language Arts, Language Skills, Mathematics, \*Newspapers, Reading Instruction, \*Teaching Guides, Writing

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide suggests ways of using the newspaper in the classroom and serves as an idea kit for introducing elementary school students to the newspaper. The two booklets comprising this kit provide background descriptions of the newspapering process, tips for good writing, suggestions for bulletin boards using the newspaper-in-the-classroom concept, and activities that generally require using the newspaper to teach writing, current events, mathematics, and reading, related language arts activities. (RB)

ED 098 606 CS 201 700

Blau, Robert T.

The Influence of Television Station Ownership on Early Evening Broadcast News and Public Affairs Programming in the Top 25 Television Markets.

Pub Date Aug 74

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Commercial Television, Higher Education, \*Journalism, Local Issues, Media Research, \*News Media, \*Programming (Broadcast), Public Affairs Education, \*Television Research

This paper examines the supply and demand for early evening news and public affairs programming aired by major market commercial television stations. The sample consists of 493 thirty-minute programs aired by 99 stations between the hours of 5:30 and 8:00 P.M., E.S.T. A frequency analysis of programming indicated that stations owned by three commercial television networks and newspapers devote considerably more time to local news during the early evening hours than do stations controlled by group owners, that is, those firms which own more than one station. All multi-media owners devote sig-

nificantly more time to local news than do stations controlled by single owners. A regression analysis of audience share accruing to various types of programs indicated that the demand for local news programs aired by multi-media owners was significantly greater than local news provided by single owner stations. It was also estimated that local news tended to be more profitable than is commonly believed. Average annual revenues generated by sixty-minute early evening newscasts accounted for approximately 75 percent of the total programing expenditures of the average commercial television station in the top 25 markets. (Author/RB)

ED 098 607 CS 201 702

Golub, Lester S.

English Teacher Performance and Student Linguistic Performance.

Pub Date 74

Note—21p.; Study prepared at Pennsylvania State University

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Composition (Literary), Dialects, Elementary Secondary Education, Grammar, Language Development, \*Linguistic Competence, \*Linguistic Performance, Reading, Spelling, \*Teacher Responsibility, \*Teacher Role, Teaching Models, \*Teaching Skills, Vocabulary

Certain teaching performances needed to elicit and reinforce specific linguistic performances from the students fall under the categories of speaking a variety of standard English, reading, spelling, vocabulary, and grammatical structures and writing. As a model of linguistic usage, the teacher must speak a standard variety of English, build on the student's language acquisition started at home, and select good models of written and spoken English and match them to the student's level of understanding and development. In reading, the teacher must assess a student's reading ability and provide linguistic activities for improvement. To overcome the complexities of spelling problems, the teacher must be competent in the systematic study of the English sound system and its relation to English orthography. To teach words as concepts, the teacher must provide students with the simple concepts needed to understand more complex concepts. In teaching grammatical structure and writing, there are four basic problems: making the student aware of his inner voice; teaching the student that expository writing demands more stringent observance of grammatical rules; making the student writer less egocentric and more aware of his audience; and providing for logical and appropriate language behaviors. (HOD)

ED 098 608 CS 201 703

Gade, Dolores M.

New Dimensions in Creativity: Teaching Packets.

Home Economics Education Association, Washington, D.C.

Pub Date 74

Note—113p.

Available from—Publications-Sales Section, NEA, 1201 Sixteenth Street N.W., Washington, D.C. 20036 (\$7.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Creative Development, \*Creativity, Elementary Secondary Education, \*Instructional Materials, Learning Activities, \*Teaching Guides, Teaching Methods

Methods that can help individuals learn to develop their inborn creative potential are presented and explained in this teaching packet. The first section of the packet is for the teacher's use and explains the approach to creativity used in the materials and the importance of creativity. Suggestions for developing this creative potential in oneself and in one's students are provided. An evaluation device is included which enables one to take an inventory of one's own attitudes toward creativity. The student section of the packet contains worksheets in five areas: "Unexplored Territory," "Is Your Creativity Showing?" "Blocks to Creativity," "Thinking in New Dimensions," and "Ready for Action." Solutions to the activities in the student section and a list of additional activities are provided in the teacher's section. A bibliography of books and pamphlets on creativity is also included. (TO)

**ED 098 609** CS 201 704

Lyman, Bernard

**Visual Detection, Identification, and Localization: An Annotated Bibliography.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-68-2

Pub Date Feb 68

Note—124p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS****POSTAGE**

Descriptors—\*Annotated Bibliographies, Eyes, Higher Education, \*Literature Reviews, \*Research, Vision, \*Visual Perception, Visual Stimuli

This annotated bibliography containing research on visual perception executed at photopic levels in artificial laboratory situations has been compiled to make information available that can be applied to scotopic perception of natural objects in natural situations. There are 407 reports or studies, published from 1945 through 1964, cited in this bibliography. In addition to military and government publications, the following journals were examined: "American Journal of Psychology," 1945-1964; "British Journal of Psychology," 1945-1964; "Journal of Experimental Psychology," 1945-1964; "Psychological Bulletin," 1945-1964; "Psychological Review," 1945-1964; and "Quarterly Journal of Experimental Psychology," 1948-1964. (RB)

**ED 098 610** CS 201 706

Campbell, Laurence R.

**Behavioral Objectives of Mass Media Courses: An Exploratory Study.**

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 74

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—\*Behavioral Objectives, \*Educational Research, \*Journalism, \*Mass Media, \*Questionnaires, Research Tools, Secondary Education, Teacher Attitudes

This exploratory study attempted to determine the extent to which behavioral objectives are relevant in mass media courses at the high school level. The study elicited responses to general objectives of high school mass media or consumer media courses, objectives of post-high school courses adaptable to the high school, and objectives of units suggested for high school mass media courses. The questionnaire was sent to 70 high school publications advisors who were members of the Journalism Education Association, but only 17 responded. The sample was too small to justify any conclusions. (RB)

**ED 098 611** CS 201 707

Campbell, Laurence R.

**Financing the Yearbook, 1972; Yearbook Contracts and Specifications, 1972; Freedom of Communication in Senior High Schools; Does Advertising Really Pay? What You Can Learn from 765 Leads; Senior High School Libraries Neglect Journalism-Mass Media Resources; and Scope of Student Publications in Florida Nonpublic High Schools. Quill and Scroll Studies.**

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 74

Note—40p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS****POSTAGE**

Descriptors—\*Educational Research, \*Financial Policy, Financial Problems, \*Journalism, \*Layout (Publications), Newspapers, Printing, Publicize, Secondary Education, \*Student Publications, Yearbooks

This document includes findings on yearbook contracts and specifications, the cost of advertising, some of the concerns of the newspaper, the quality of printing, and an analysis of yearbook leads. The chapters in this booklet include "Financing the Yearbook," "Yearbook Contracts and Specifications," "Freedom of Communications in Senior High Schools," "Does Advertising Really Pay?" "What You Can Learn from 765 Leads," "Senior High School Libraries Neglect Journalism-Mass Media Resources," and "Scope of Student Publications in Florida Nonpublic High Schools." Data is presented in both narrative and table form. (RB)

**ED 098 612** CS 201 708**The Newspaper in the Classroom: Suggestions for Using Your Newspaper in Classrooms of Junior and Senior High Schools.**

Copley Newspapers, San Diego, Calif. Dept. of Education.

Pub Date [73]

Note—53p.

Available from—Copley Newspapers, Dept. of Education, 7745 Herschel Avenue, P. O. Box 1530, La Jolla, California 92037 (write for price)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS****POSTAGE**

Descriptors—American Government (Course), Business English, \*Critical Reading, Economics, English, \*Instructional Aids, Junior High Schools, \*Newspapers, Secondary Education, Social Studies, \*Teaching Techniques, United States History, World Affairs

Consisting of the combined findings of recent Newspaper in the Classroom Workshops and methods already successfully used in the schools in areas where Copley newspapers are published, this booklet provides techniques for using the newspaper in the following subject areas: social studies, United States history, United States government, world history, American government in world affairs, economics, English, and business English. A section entitled "Developing Critical, Intelligent Readers" is also provided. Intended for use in junior and senior high schools, the sections were prepared to make them suitable for use at more than one grade level. (HOD)

**ED 098 613** CS 201 709

Glissmeyer, Gloria

**The English Teacher and Doublespeak.**

Pub Date Mar 73

Note—7p.; Paper presented at the Conference on English Education, Baltimore, March 26, 1973

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS****POSTAGE**

Descriptors—Communication (Thought Transfer), Composition Skills (Literary), \*English Instruction, \*Evaluative Thinking, Integrity, \*Language Usage, Mass Media, Persuasive Discourse, Propaganda, Rhetoric, \*Teacher Role

Identifiers—\*Public Doublespeak

Doublespeak can be defined as language which is purposely ambiguous, deceptive, or evasive. If we want to promote integrity between act and word, we must teach by living out of the kind of consistency which we hope for in others. Functioning honestly in departmental and pedagogical as well as other personal dealings can be the most effective thing English teachers can do to counter the flood of doublespeak. By realizing that sender-message-receiver-context are intermeshed in complicated ways in the language act, students can study and avoid semantic abuses. Students can also explore aspects of the medium of language and discover ways in which the public is manipulated through language. The study of rhetorical principles can help students avoid using doublespeak while helping them recognize others' doublespeak. To ask students to write in certain highly artificial situations is to ask them to produce doublespeak. However, appropriate writing instruction in all the school years can help preserve students' authentic thoughts and emotions. Teachers should also work to develop students' media literacy skills so that students can begin to recognize and deal with public doublespeak. (HOD)

**ED 098 614** CS 201 710**From Auditing to Editing.**

General Accounting Office, Washington, D.C.

Pub Date 74

Note—58p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (write for price)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS****POSTAGE**

Descriptors—\*Accountants, Adult Education, Career Education, Descriptive Writing, Editing, Expository Writing, \*Instructional Materials, \*Professional Training, \*Technical Writing, Writing, \*Writing Exercises, Writing Skills

Identifiers—General Accounting Office

Clarity in communication is important for workers in the General Accounting Office since much of the auditing work must be committed to

paper if Congress, government officials and employees, or the public are to benefit. As a result an extensive writing improvement program was launched and this booklet written. Part 1 covers basic communication concepts and facts about how written words work most effectively. Part 2 shows how to apply sound line-editing practices and how to improve a report by writing well-structured paragraphs—using active, informative sentences and selecting the right words. Part 3 lists troublesome expressions and words and their more suitable alternatives. Appendixes include a partial draft digest before and after revision. A bibliography on self-improvement concludes the booklet. (HOD)

**ED 098 615** 24 CS 201 711

Hess, Karen M.

**Basic Report for Targeted Communications: Teaching a Standard English to Speakers of Other Dialects.**

Central Midwest Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-0243

Pub Date Mar 72

Grant—OEG-0-71-3593

Note—520p.

**EDRS Price MF-\$0.90 HC-\$24.60 PLUS****POSTAGE**

Descriptors—Applied Linguistics, Bibliographies, \*Dialect Studies, Elementary Secondary Education, English Instruction, Higher Education, Language Research, Linguistic Theory, \*Non-standard Dialects, \*Regional Dialects, \*Social Dialects, Teacher Education, Teaching Methods, \*Ten1

Designed to interpret and synthesize the existing research and related information about dialects for those people who are involved in teaching a standard English to speakers of other dialects, the information in this report is based on an analysis and synthesis of over 1,250 articles and reports dealing with dialects and dialect learning. The content is divided into general descriptive materials on dialects; issues in dialect study; materials, methods, and existing programs; teacher preparation; and bibliographies. Among the specific dialects examined are regional, social, and nonstandard, including black dialects, Mexican-American and Puerto Rican dialects, and the American Indian, Appalachian, Chinese, and Hawaiian dialects. Two appendixes—a glossary and a report of the treatment of features of non-standard usage in language arts textbooks—complete the report. (HOD)

**ED 098 616** CS 201 713

Bywater, Timothy Robert

**Critical Approaches to Film.**

Pub Date 74

Note—219p.; Ph.D. Dissertation, University of Utah

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-23,107, MFfilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Analytical Criticism, \*Educational Research, Films, \*Film Study, Higher Education, Production Techniques, \*Theories

Identifiers—\*Film Criticism

This study deals primarily with recent academically oriented critical material, but it also embraces the range of film criticism that has been written for the mass audience in newspapers and periodicals. The study considers eight types of critical approaches to analyzing film: the journalistic approach, which contains both a reportorial-review and an evaluative function; the genre approach, which describes the elements that constitute different film types; the behavioral approach, which discusses the psychological, sociological, or anthropological methods; the theoretical approach, which examines the seven different types of theories for making a film; the history and biography approach, which is adapted from literary criticism; the oeuvre approach, which explores a critical approach in which the critic examines all of a director's films; the personal approach, which relies on studies examining the film maker's private life to develop a critique of the work; and the structural approach, which analyzes the thematic motifs and the technical and aesthetic structural elements of a film. (Author/RB)

**ED 098 617** CS 201 714

Roos, Marie C.

**An Analysis of Assumptions Underlying Language Arts Instruction in Open Education.**

Pub Date 74

Note—163p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-22,788, MFilm \$4.00, Xerography \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum Development, Educational Planning, \*Educational Research, Elementary Education, \*English Instruction, \*Language Arts, Language Development, \*Open Education, Secondary Education

This study was concerned with the identification of assumptions underlying language arts instruction in open education, the identification of individuals knowledgeable about language arts instruction in open education, a discussion of implications of the identified language arts assumptions for curriculum development in open education, and the listing of curricular guidelines for language arts instruction in open education. A 29-member panel of language arts experts in open education was used in this study. The following conclusions were warranted based on the findings: the validity of the 42 assumptions underlying language arts instruction in open education was supported by the panel; the panel seemed qualified to react to language arts assumptions by reason of the support given them by 87 prominent open educators in the United States and England; the discussion of the panel's impressions seemed to provide a rationale from which successful language arts instructional practices might be developed; and the language arts curricular guidelines which were specified in this study made reference to the practical implementation of the theoretical considerations involved in the assumptions. (Author/RB)

**ED 098 618** CS 201 717

Hendricks, Wilma Roberta Cox

**The Development of an Instrument Designed to Determine Teachers' Knowledge and Understanding of Black English.**

Pub Date 74

Note—170p.; Ed.D. Dissertation, University of Kentucky

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-22,994; MF-\$4.00, Xerography-\$10.00)

**Document Not Available from EDRS.**

Descriptors—Criterion Referenced Tests, Doctoral Theses, \*Educational Research, Grammar, \*Knowledge Level, \*Negro Dialects, \*Teachers

Since no attempt had been made to determine classroom teachers' knowledge and understanding of the rules of Black English as identified by linguists, this study was designed to construct an appropriate instrument which could be administered to classroom teachers who want to work successfully with lower-class black children. Criterion-referencing was chosen over norm-referencing because the test was to yield specific information about overall knowledge proficiency of the individual teachers and the specific language problems which an individual teacher did and did not recognize and/or comprehend in the areas of grammar and pronunciation and their relation to the meaning communicated. After the instrument had been presented to a jury of linguists and administered to a pilot group of teachers, plans for instrument revision were made. (Author/HOD)

**ED 098 619** CS 201 718

Drew, Dan G.

**Reporters' Attitudes, Expected Meetings with a Source and Journalistic Objectivity.**

Pub Date Aug 74

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Attitudes, Communication (Thought Transfer), \*Journalism, \*Media Research, News Media, \*News Reporting, \*Press Opinion

A cornerstone of twentieth century journalism is the concept of objectivity. This experimental study explores psychological pressures on the reporter in a theoretical framework of balance theory and social perception. Specifically, it deals

with reporters' attitudes toward their sources, their expectation of a future meeting with the sources, and the type of stories they write. It also seeks to determine whether perceptual screening, resulting from the journalist's attitude toward the source, is a factor in reportorial performance. Objectivity for this study is defined as fairness or balance in decision making, information seeking, and presentation of information. The most important finding of this study is the evidence that attitudes of reporters toward the source seemed to have little impact on news stories or editorials. The data also provide evidence indicating that selective perception is not a particularly strong restraint on reportorial activity. (TO)

**ED 098 620** CS 201 733

Tiedi, Iris M. Tiedi, Sidney W.

**Contemporary English in the Elementary School. Second Edition.**

Pub Date 75

Note—414p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$10.95 cloth)

**Document Not Available from EDRS.**

Descriptors—Creative Writing, Elementary Education, \*English Instruction, \*Instructional Materials, \*Language Arts, \*Language Development, Language Skills, Preschool Education, Reading Instruction, \*Teaching Methods

This updated version reflects current concerns regarding preschool and elementary education and the acquisition of language by children. It suggests creative ways of teaching the language arts and bases them on educational research and theory. Chapters deal with "Teaching English," "Language Study," "The Young Child's Language," "Spelling and Reading English Words," "Wordplay," "Creativity and the Child," "Creative Writing," "Exploring Poetry," "The Listening Child," "Developing Oral Language," "Communicating through Writing," "Facilitating Reading," "Books and Children," and "Future Imperfect" (which explains methods teachers can use in preparing students for the future). A list of "Books to Investigate" follows each chapter. Other bibliographies are scattered throughout the volume. (RB)

**ED 098 621** CS 500 560

Arnold, Volza O.

**The Performance of Southern Myth in "Absalom, Absalom!" by William Faulkner.**

Pub Date 73

Note—11p.; Paper given at the Doctoral Honors Seminar in Interpretation (Northwestern University, Evanston, Illinois, Spring 1973)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*American Literature, \*Literary Analysis, Literary Influences, Mythic Criticism, \*Mythology, Novels, \*Southern Attitudes, \*Twentieth Century Literature

Identifiers—\*Absalom Absalom, Faulkner (William)

This paper explores two ways in which myth operates in and informs the structure of "Absalom, Absalom!": (1) the suggestion of mythic import created by direct parallels with a Biblical myth, and (2) the creation of a modern myth through the accumulation of oral histories, oral interpretations, and oral revisions of the major story—that of the Sutpen family. The paper concludes that the pervading conception of myth in the book seems to be related on many levels, past and present, to an idea of the perfect social order and the preservation of that order. The preservation of the myth draws its substance from the retelling, reinterpretation, and recreation of it by new generations. (LL)

**ED 098 622** CS 500 776

Gourd, William

**Information Processing in the Theatre: Sex Differences in Responses to "The Homecoming" and "Private Lives."**

Pub Date Apr 74

Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974); Marginal reproducibility

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Audiences, Behavior Patterns, Drama, \*Educational Research, English Instruction, Higher Education, \*Information

Processing, \*Sex Differences, Sex Stereotypes, Speech, \*Theater Arts

Identifiers—Private Lives, The Homecoming

Confined to the interaction of subject sex with stimulus complexity, this paper reports a portion of the results of an experimental study which hypothesized a series of relationships between theatre audience members' information-processing abilities and their responses to complex and simple plays. The subjects for the study were 60 female and 30 male undergraduates in six sections of speech and English classes at Bowling Green State University, selected on the basis of the fact that they were in the first and fourth quartiles of the score distributions on the Rep Test. The plays chosen for the study were "The Homecoming" by Harold Pinter and "Private Lives" by Noel Coward. "The Homecoming" was judged to be the more complex play. It was concluded that females in this study preferred "Private Lives" to "The Homecoming." Further, the theatre can be a useful laboratory for studying perception, attitude, and behavior phenomena to discover techniques and methodologies that facilitate further explorations of human behavior. (RB)

**ED 098 623** CS 500 827

Merritt, Floyd E.

**Richard M. Weaver—Proponent of a Conservative Rhetoric.**

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, Virginia, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Bibliographies, Communication (Thought Transfer), Higher Education, \*Persuasive Discourse, Political Influences, \*Rhetoric, \*Speech Education, \*Theories

Identifiers—Conservatism, Rhetorical Theories, \*Weaver (Richard M)

Richard M. Weaver had a profound influence on the contemporary American conservative movement in general and on many of its leading spokesmen. Weaver is of interest to the student of rhetoric not only because of his philosophical and ideological contributions to American conservatism, but also because he is the proponent of a unique brand of rhetoric—a conservative rhetoric. This paper analyzes Weaver's concept of the nature and role of rhetoric. Information on Weaver's background, education, and the development of his political and rhetorical views is also provided. (TO)

**ED 098 624** CS 500 833

Rutherford, R. Stanley

**The Application of Critical Incident Procedures for an Initial Audit of Organizational Communication.**

Pub Date Apr 74

Note—29p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Administrative Personnel, Communication (Thought Transfer), \*Critical Incidents Method, \*Educational Research, \*Evaluation Methods, Higher Education, \*Organizational Communication, Research Tools

This paper discusses the concept of the critical incidents technique, traces its early development in the training of airplane pilots during World War II, sketches the requirements of the typical steps, notes the few studies in communication using this technique, provides an evaluation, and briefly describes a study concerning department chairmen. The critical incidents technique is a way of obtaining miniature cases which can then be inductively categorized to find the behavioral dimensions of the general aim of organizational aim educational communication. The purpose of applying the technique in a communication audit of department chairmen is to provide an example of its use in an educational setting, to study its strengths and weaknesses, and to determine its adaptability to education. (RB)

**ED 098 625** CS 500 836

Allen, Richard K.

**Power "for" the People: The Effects of a Diffusion Campaign on a Community.**

Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Community Action, \*Community Involvement, \*Community Study, \*Diffusion, \*Energy, \*Higher Education, \*Information Dissemination, \*Models

Identifiers—\*Michigan, \*Midland

This paper examines the power and energy needs of a small-to-medium sized (35,000), one industry, midwestern community and how that community overcame the communication obstacles which prevented fulfillment of its energy needs. The paper outlines the background on the communication situation being described, then provides a chronology of the key events followed by a description of the events in the diffusion process, and concludes with an analysis of the entire matter from the initial problem to its final solution. (RB)

ED 098 626 CS 500 840

Richards, William D., Jr.

Network Analysis in Large Complex Systems: Techniques and Methods—Tools.

Pub Date Apr 74

Note—40p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Analog Computers, \*Computer Programs, \*Higher Education, \*Information Processing, \*Networks, \*Organizational Communication, \*Program Descriptions, \*Systems Analysis

Divided into five major sections, this paper describes a new algorithm which has been implemented in an extended FORTRAN program which runs on a CDC 6500 computer. The first section of the paper briefly outlines the goals of network analysis and presents the context in which these goals must be met. Section 2 describes the algorithm and the rationale behind it. In section 3 some especially important programming considerations are described, and section 4 covers some general characteristics of running the program. The final section of the paper briefly describes the historical development of this algorithm. (RB)

ED 098 627 CS 500 841

Werbel, Wayne S. And Others

A Comparative Morphology of Groups: A Systems Perspective.

Pub Date Apr 74

Note—30p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Educational Research, \*Group Dynamics, \*Group Structure, \*Interaction, \*Interaction Process Analysis, \*Systems Analysis

The purpose of this paper is to suggest a comparative morphology of groups which would be applicable to the whole of social scientific research. The key to the morphological classes suggested is not a focus on the group system itself but on its relationship with the next higher system—the group system's environment. The information exchange between the group and its environment provides the group system with its energizing life force, i.e., *tensity*. The precise nature of that information exchange differentiates among classes of *tensity*. The morphological classes—extensive, intensive, detensive, and attentive—are described and illustrated. Preliminary empirical testing through correlations of interaction analyses of five groups suggests that it is possible to differentiate among *tensive* classes by differences in interaction patterns. The data suggest further that groups not possessing a specific variety of *tensity* can be identified through their interaction patterns as belonging to a specific *tensive* class. Results from preliminary empirical analyses suggest numerous implications for further research in order to integrate and increase the ability to generalize group research. (Author/WR)

ED 098 628 CS 500 863

Wigand, Rolf T.

Communication Integration and Satisfaction in a Complex Organization.

Pub Date Apr 74

Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Behavior Patterns, \*Computer Programs, \*Higher Education, \*Networks, \*Organizational Communication, \*Organizations (Groups), \*Research, \*Research Design, \*Surveys, \*Systems Analysis

Identifiers—\*Cohesiveness, \*Integrativeness, \*Satisfaction

This study is concerned with the integration, cohesiveness, and satisfaction of communication processes within a large, complex organization. Since smaller, less complex organizations are considered to have a higher degree of integrativeness, the increased size and complexity of an organization diminishes the integration of communication processes and makes them more difficult to measure. This study compares individual integrativeness, cohesiveness, and satisfaction scores of 963 members of a financial organization with a set of structural communication and other variables. Communication network roles as well as integrativeness scores were generated through a network analysis computer program developed at Michigan State University. In addition, a regression analysis provides the linear and certain curvilinear relationships between integrativeness, cohesiveness, and satisfaction and a set of interrelated, independent variables. For organizations whose communication control and decision making processes are largely disintegrated, the study suggests direct implications with regard to integrating those processes occurring among functionally distant or non-cohesive individuals and groups. (Author/RB)

ED 098 629 CS 500 864

Wigand, Rolf T.

Interorganizational Communication Among Complex Organizations.

Pub Date Apr 74

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Computer Programs, \*Educational Research, \*Environmental Influences, \*Higher Education, \*Models, \*Networks, \*Organizational Communication, \*Organizations (Groups), \*Research Design, \*Systems Analysis

This paper focuses on the environmental influences of change in the communication structure of organizations and argues that structural changes in communication networks are increasingly externally induced. The unit of analysis selected for discussion in this paper is the individual organization. A communication network among organizations is generated when analyzing the communication relationships among these organizations along a certain topic or dimension. A network analysis computer program developed at Michigan State University allows with considerable ease the identification of network roles that individual organizations might perform such as group membership, liaisons, and so on. In addition, each individual organization or group of organizations can now be assessed with regard to a degree of centrality, accessibility, dominance, integrativeness, connectedness, and various other indices. Furthermore, suggestions for the development of a dynamic model encompassing exogenous influences, internal system processing, and endogenous events are made. Some examples of interorganizational communication are discussed, and the implications of interorganizational communication are presented. (Author/RB)

ED 098 630 CS 500 865

Farace, Richard V. Johnson, Jerome David

Comparative Analysis of Human Communication Networks in Selected Formal Organizations.

Pub Date Apr 74

Note—27p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Comparative Analysis, \*Computer Storage Devices, \*Educational Research, \*Higher Education, \*Human Relations, \*Information Dissemination, \*Information Networks, \*Information Systems, \*Interpersonal Relationship, \*Organizational Communication

This paper briefly describes the organization of a "data bank" containing research on communication networks, specifies the kinds of information compiled about various network properties, discusses some specific results of the work done to date, and presents some general conclusions about the overall project and its potential advantages to researchers in organizational communication. (RB)

ED 098 631 CS 500 866

Danowski, James A. Farace, Richard V.

Communication Network Integration and Group Uniformity in a Complex Organization.

Pub Date Apr 74

Note—30p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Behavior Patterns, \*Educational Research, \*Higher Education, \*Interpersonal Relationship, \*Models, \*Networks, \*Organizational Communication, \*Organizations (Groups), \*Research Design, \*Social Relations

This paper contains a discussion of the limitations of research on group processes in complex organizations and the manner in which a procedure for network analysis in on-going systems can reduce problems. The research literature on group uniformity processes and on theoretical models of these processes from an information processing perspective is reviewed. An important proposition derived from the model is that the greater the communication network integration of a group, the greater the uniformity in the behavior, and the perceptions of the environment, of members of the group. Communication network analysis is performed on data collected in a large, complex organization, and the relationship between network integration of groups and uniformity is examined in the resultant 56 groups. Moderate support for the hypothesis is found, suggesting that further exploratory research of this nature is justified. The implications of the research are discussed with respect to previous uniformity research, the validity of network analysis, organizational "climate" surveys, diffusion of innovations, and organizational development and design. (Author/RB)

ED 098 632 CS 500 873

Davidson, Emily S. Neale, John M.

Analyzing Prosocial Content on T.V.

Pub Date Sep 74

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Behavior Patterns, \*Commercial Television, \*Content Analysis, \*Drama, \*Mass Media, \*Social Attitudes, \*Social Behavior, \*Television Research, \*Television Viewing

To enhance knowledge of television content, a prosocial code was developed by watching a large number of potentially prosocial television programs and making notes on all the positive acts. The behaviors were classified into a workable number of categories. The prosocial code is largely verbal and contains seven categories which fall into two major groups, interpersonal and self-control. The level of prosocial content on network drama programs is low. Many of the instances which clearly fit the definitions in the code are very low-keyed and probably have little impact, in contrast to most of the aggressive and neutral programs, which constitute the largest part of commercial television drama. Prosocial behaviors are incidental to the main plot. Only on the relatively rare prosocial programs are prosocial behaviors a central theme and thus likely to have a significant effect on viewers. (SW)

ED 098 633 CS 500 878

Bullis, Roger

Determining Film Art.

Pub Date 74

Note—13p.

Journal Cit—Journal of the Wisconsin Communication Association; v4 n2 p91-101 Spring 1974

## 54 Document Resumes

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Aesthetic Education, \*Art Appreciation, Communication (Thought Transfer), \*Films, \*Film Study  
Identifiers—\*Film Criticism

The criteria by which films can and should be analyzed as art are discussed in this paper. A triangular model of theme-form-content is presented with form given greater significance than is usually the case in film criticism. The form-content-theme synthesis is the process in which theme is made clear by means of form and content within an artistic framework. It is suggested that if the theme-form-content synthesis triangle occurs to any great extent in a film, it can be argued that the film is art. (TO)

**ED 098 634** CS 500 881

Sieburg, Evelyn

**Interpersonal Confirmation: A Paradigm for Conceptualization and Measurement.**

Pub Date Apr 73

Note—34p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, Quebec, April 1973)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), Higher Education, \*Human Relations, \*Interpersonal Relationship, \*Literature Reviews, Models, \*Research Design, Research Methodology, Research Problems  
Identifiers—\*Interpersonal Confirmation

This paper is a preliminary attempt to specify what "interpersonal confirmation" is by classifying and categorizing its observable phenomena as they occur in human interaction. It considers the problems in defining operationally this highly significant, but nebulous, aspect of communication and reviews the literature which alludes to confirmation and disconfirmation or provides descriptive material from which empirical indicators can be derived. Finally, it synthesizes and systematizes the indicators into a paradigm of four hierarchical levels, which permits testing of posited relationships and outcomes. The paper reports research procedures that refined and validated the model, as well as related research which has utilized the concept of interpersonal Confirmation. (Author)

**ED 098 635** CS 500 882

Goodyear, F. H.

**A Test of Cultural Empathy.**

Pub Date 73

Note—13p.; Paper presented at the 1973 Texas Speech Association Convention

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Attitude Tests, College Students, \*Cultural Awareness, Cultural Interrelationships, \*Ethnic Groups, Intercultural Programs, \*Research

A 150-item Test of Cultural Empathy originated in the spring of 1973 with a group of 16 students of three major ethnic groups in a class in Intercultural Communication at Texas Christian University (TCU). Although the test items were generally original, a few items came from the Dove Counterbalance I.Q. Test. The test was validated through four forms with over 200 students taking the various forms of the test. The test was administered to 20 black and 20 white students at TCU to determine readability and answerability for the questions. Eighty-seven items were chosen for Test Form Two, which was administered to 20 black, 20 Chicano, and 20 white high school-aged and junior college-aged students from local church groups. The questions tend to show fairly consistent difficulty and discrimination indices from form to form. Incorrect answers to certain questions suggest a lack of knowledge about black and Chicano history and literature. The unwillingness of many students of Mexican-American descent to be classified as "Chicanos" posed a problem for the test constructors. (SW)

**ED 098 636** CS 500 883

Gourd, William

**An Interpersonal Perception Approach to "Long Day's Journey Into Night."**

Pub Date Aug 74

Note—17p.; Paper presented at the Annual Meeting of the American Theatre Association (Minneapolis, Minnesota, August 11-14, 1974)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Characterization (Literature), \*Drama, Interpersonal Problems, \*Interpersonal Relationship, \*Literary Analysis, Literary Criticism, \*Perception, Playwriting, Theoretical Criticism

Identifiers—\*Long Days Journey Into Night

An interpersonal perception mode of analysis can provide insight into a playscript, eliminating the protagonist-oriented view of drama and creating a dramatic production with richer texture. Since drama represents its characters' inability to process information satisfactorily or to maintain successful interpersonal relationships, all the characters are equally involved and responsible. This may be seen when examining "Long Day's Journey Into Night." The play is replete with examples of the four characters' avoiding confrontations among themselves, dealing with content issues rather than with the process issues which have made their lives wretched. In addition, the characteristics attempt, to a great extent, to shut off abruptly verbal communications by the other characters, thus invalidating the perceptions of the other characters. A recent production of this play in which all characters jointly shared responsibility for the problems forming the drama's matrix seemed a more satisfying experience than that provided by an earlier production depicting the traditional protagonist. (JM)

**ED 098 637** CS 500 884

Mercer, Anne L. Schubert, George W.

**Nonverbal Behaviors of Speech Pathologists in the Therapy Setting.**

Pub Date Apr 74

Note—23p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Behavior Patterns, Communication (Thought Transfer), \*Educational Research, Higher Education, \*Nonverbal Communication, Speech Instruction, \*Speech Pathology, \*Speech Therapists

The purpose of this study was to investigate the frequency and type of nonverbal behaviors which occur in the speech pathology clinical practicum situation. It was hypothesized that undergraduate and graduate student clinicians ranked highest by clinical supervisors would differ in the use of nonverbal behaviors during the therapy session from those student clinicians ranked lowest. The following conclusions were drawn from the analysis of the data: high-rated and low-rated clinicians differ in the number of nonverbal behaviors they use in the clinical therapy setting; high-rated clinicians use significantly more of the nonverbal behaviors which serve as social reinforcers, including smiles, positive head nods, and eye contact; predictions can be made as to whether a clinician is high- or low-rated based on the number of particular nonverbal behaviors he employs; and the ratings of clinicians by supervisors may be influenced by the clinician's use of or nonuse of nonverbal behaviors. (RB)

**ED 098 638** CS 500 885

Schwartz, Donald F.

**Liaison Roles in the Communication Structure of a Formal Organization: A Pilot Study.**

Pub Date Apr 69

Note—15p.; Paper presented to the National Society for the Study of Communication (Cleveland, Ohio, April 24, 1969)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Behavior Patterns, \*Conceptual Schemes, Higher Education, \*Interpersonal Relationship, \*Organizational Communication, Organizational Theories, \*Research, \*Role Perception

Identifiers—\*Communimetrics

The purpose of this study was first to map the functional communication structure of a 142-member formal organization, then to analyze that structure to identify work groups (Cliques) and interlinking liaison role persons, and finally to describe certain differences between liaison persons and nonliaison members of the work groups as perceived by each of their immediate nonliaison contacts. The findings in this study provide beginning evidence that the liaison communication role does have meaning to members of a formal organization in at least one of several possible ways. Another consequence of this study

is the demonstration of the effectiveness of a conceptual schema, communimetrics, which appears to have several advantages when applied to the examination of total organizational communication structures. (RB)

**ED 098 639** CS 500 886

Petric, Vladimir

**A Visual/Analytical History of the Silent Cinema (1895-1930).**

Pub Date May 74

Note—14p.; Paper presented to the Annual Congress of the International Federation of Film Archives (30th, Montreal, Quebec, May 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College Instruction, Colleges, \*Content Analysis, Course Content, \*Films, \*Film Study, Repetitive Film Showings, \*Structural Analysis, Textbooks, Universities

The proposed project, mentioned in Vladimir Petric's articles "From Written Film History to Visual Film History," is a book intended as a teaching vehicle for college and university film courses and involving shot-by-shot analysis and evaluation of films as primary study material. Cinematic values are emphasized both because cinematic visual language was almost entirely developed and mastered during the silent film era and because considerable material already exists on contextual or thematic analysis of major films. The films chosen for screening exemplify the various styles of significant filmmakers and the schools to which they belong. Each film is studied analytically, focusing on the formal structure of the work. Material in the 16 chapters follows the technical and stylistic development of the medium, with the general approach being historical. Chapter topics range from the birth of cinema to the avant-garde of the 1920's. (JM)

**ED 098 640** CS 500 887

Palmgreen, Philip And Others

**Message Discrimination and Information Holding About Political Affairs: A Comparison of Local and National Issues.**

Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Concept Formation, Content Analysis, Mass Media, \*Media Research, \*News Media, \*Political Attitudes, \*Research Methodology, Research Needs, Research Problems

Identifiers—\*Toledo Political Affairs Study

An emerging consensus is that investigations of media effects should focus on the most basic political function of the media. Attempting to move out of the usual modes of conceptualization and analysis, this paper concentrates on three major points: the reconceptualization of political knowledge to encompass the respondent's subjective interpretation of certain essential elements of any political problem—actors, proposals, and actor-proposal linkages; the reconceptualization of media use to take into account the messages discriminated by a respondent about a particular content area as opposed to the sheer exposure to media whether content laden or not; and the development of a methodology that allows the respondent to define problems which are within his or her realm of personal experience rather than that set a priori by the investigator. An important feature of this methodology, employed in the Toledo Political Affairs Study, is its applicability across a wide variety of topic areas. This study, which is described in detail, points up the need for content analysis of the mass media agenda in studies employing measures of message discrimination. (HOD)

**ED 098 641** CS 500 888

Flores, Nancy de la Zerda Whitehead, Jack

**Mexican American Self-Referents and Linguistic Attitudes.**

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Class Attitudes, Cultural Awareness, \*Cultural Factors, Ethnic Groups, Identification, \*Language Role, \*Mexican Americans, \*Self Concept, Social Influences, \*Spanish, Spanish Speaking

In order to determine whether differences in choice of ethnic self-referent by Mexican-Americans reflect differences in ethnic identity and attitudes toward their culture, questionnaires were distributed among Mexican-Americans living in San Antonio. The measurable cultural attitude was that toward language, since to the Mexican-American Spanish is the primary symbol of loyalty. The questionnaire contained 14 attitudinal statements about language (Spanish, English, and Tex-Mex—a regional Spanish dialect), demographic information, and a list of five self-referents. Analysis of the 160 completed surveys revealed that 13 subjects identified themselves as "Mexicano," 68 as "Mexican-American," 18 as "Chicano," 12 as "Latin," and 39 as "American of Mexican descent." There were significant differences in attitudes among the various self-referent groups, although central among the common features was a loyalty to Spanish as part of the ethnic culture. A list of references, a table listing 14 linguistic attitude statements, and a table of data analysis conclude this paper. (JM)

**ED 098 642** CS 500 889

Bacon, Wallace A.

**Oral Interpretation and the Teaching of Literature in Secondary Schools.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.

Pub Date Nov 74

Contract—NE-C-00-3-4636

Note—67p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$2.25)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Communication Skills, \*English Instruction, \*Interpretive Reading, Literary Analysis, \*Literature Appreciation, Literature Reviews, Secondary Education, \*Speech Instruction, State of the Art Reviews

The purpose of this state-of-the-art monograph is to describe the nature of oral interpretation of literature and to suggest contributions which can be made through this channel to the study of literature in high school. A comprehensive treatment and a qualitative assessment of the published and unpublished material on the topic are attempted and the relevant research, curriculum trends, teaching materials, judgments of recognized experts in the field, and reports and findings from various national committees and commissions are reviewed. The approach used—the oral experience of teaching English, speech communication, theatre, related subjects—was selected for teachers seeking new techniques and methodologies to involve students both in the meaningful exploration of literature and in the development of effective communication skills. (RB)

**ED 098 643** CS 500 890

Atwood, L. Erwin Sanders, Keith R.

**Perceived Dimensions of Political Campaign Communication.**

Pub Date Apr 74

Note—33p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), \*Elections, Higher Education, \*Media Research, Newspapers, Political Attitudes, \*Political Issues, Television, \*Television Research, Voting

Identifiers—\*Ticket Splitting  
Advocates of the "new politics" have argued that the use of television for political campaigning can be effectively utilized to encourage and enhance the probability of split ticket voting. Derivation and analysis of seven perceived dimensions of political campaign communication among registered voters finds television unrelated to voting behavior. The print media dimension

and media believability discriminate among voter groups. (Author)

**ED 098 644** CS 500 891

Smith, Robert M.

**The Nature of Kansas High School Debate Programs: A Survey.**

Pub Date 74

Note—13p.

Journal Cit—Kansas Speech Journal; v35 n3 p14-25 Spring 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Debate, \*High School Organization, Instructional Materials, \*Public Speaking, \*School Funds, School Surveys, Secondary Education, Speech Curriculum, State Surveys Identifiers—Debate Coaches, Forensics, Kansas

Based on questionnaires sent to a random sample of 140 debate coaches in Kansas in December 1973, three aspects of Kansas high school debate programs—general characteristics of programs active in debate, budget characteristics of these programs, and general characteristics of the professional staff associated with the programs—are examined. Ten different tables provide information on some of the debate program's general features; budget and school classifications; sampled debate program when viewed from a budget perspective; rankings given the different criteria used in setting budget figures; budget changes from 1973 to 1975 according to school size; budget changes from 1973 to 1975 according to budget size; ways in which money was spent for meals, lodging, and transportation; characteristics of the debate coaches; how Kansas coaches fare in remuneration by school and administrators; and recommended debate textbooks and handbooks. (HOD)

**ED 098 645** CS 500 893

Peat, Stephen D., Ed. And Others

**Conference in Rhetorical Criticism: Commended Papers, 6th, Hayward, California, May 1, 1971.**

California State Coll., Hayward. Dept. of Speech and Drama.

Pub Date 71

Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), Debate, \*Feminism, \*Persuasive Discourse, Rhetoric, \*Rhetorical Criticism, Sex Discrimination, Speech Education

At the sixth annual Cal-State Hayward Conference in Rhetorical Criticism, upper division and graduate students from 11 western colleges and universities presented papers on the theory, history, and criticism of rhetoric. Panels of faculty members from the same colleges and universities selected the three best papers for commendation and publication. These papers were then revised and are included in this volume. The titles and authors are "Seeds in the Garden of Eloquence: Mr. Spectator on Delivery" by Barbara Gamba, "14th Century Peasant Power: A Contemporary Lesson" by Gwen Lundberg, and "The Rhetoric of Women's Lib: Too Much Noise" by Deanna M. Spooner. The conference address by Dr. Barnet Baskerville, "Rhetorical Criticism 1971: Retrospect, Prospect, and In Prospect," is also included in this collection. (TO)

**ED 098 646** CS 500 894

Rose, Doreen K. F., Ed. And Others

**Conference in Rhetorical Criticism: Commended Papers, 1970 (5th, Hayward, California, May 9, 1970).**

California State Coll., Hayward. Dept. of Speech and Drama.

Pub Date 70

Note—23p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Communication (Thought Transfer), Cultural Factors, Debate, \*Persuasive Discourse, Reading Materials, Rhetoric, \*Rhetorical Criticism, \*Sex Stereotypes, Speech Education, Symbolism Identifiers—Octopus, Plato, Schopenhauer (Arthur)

At the fifth annual Cal-State Hayward Conference in Rhetorical Criticism, upper division and graduate students from 14 western colleges and universities presented papers on the theory, history, and criticism of rhetoric. Panels of facul-

ty members from the same colleges and universities selected the three best papers for commendation and publication. These papers were then revised and are included in this volume. The titles and authors are "The Rhetoric of the First Grade Reader" by Virginia Kidd, "Symbolism, Narrative, History: Rhetorical Planes in 'The Octopus'" by Patricia Logue, and "Arthur Schopenhauer: Iconoclasm in Communication" by Gale Schroeder. The conference address by Dr. Wayne N. Thompson, "Plato's Symposium," is also included in this volume. (TO)

**ED 098 647** CS 500 896

Uselding, Douglas K. Molfese, Dennis L.

**Adult Speech Perception: Asymmetrical Effects in Categorical Perception.**

Pub Date Sep 74

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Adults, \*Auditory Perception, \*Language Research, \*Phonemes, \*Speech, Speech Compression, Speech Skills

To measure the symmetry of adult categorical phoneme perception, 10 adult male undergraduate students enrolled in an introductory psychology class were the subjects for this study as part of their course requirements. The stimuli used in this study were prepared at Haskins Laboratories by means of a parallel resonance synthesizer and computer. The bilabial stop consonants generated had voice onset times of 0, 20, 40, 60, and 80 milliseconds. Each consonant was followed by the vowel "a." Each subject was tested individually in a sound dampened room. Subjects were seated at a table facing two speakers, one located 90 inches from the subject, the other located 6 inches directly behind the first. A response key was positioned directly in front of the subject. The results replicated those of Liberman and other researchers (1967) which demonstrated that although voice onset time is a continuum, adult perception along that continuum appears categorical. (SW)

**ED 098 648** 88 CS 500 898

Minderhout, Mary Alice W. Minderhout, David J.

**The Speech of Fourth Graders in Fifteen Central Pennsylvania Schools: Phonological and Grammatical Variables.**

Central Columbia School District, Bloomsburg, Pa.; Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Jun 73

Note—49p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Educational Research, Grade 4, Grammar, \*Nonstandard Dialects, Phonology, Regional Dialects, \*Speech Evaluation, \*Standard Spoken Usage

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania

To determine both whether the speech of fourth graders designated as Title I students differs significantly in any way from that of non-Title I fourth graders and whether there are regional features in the speech of these students which would handicap their performance on a nationally standardized test, 68 children from the intermediate unit and elementary schools in six Pennsylvania school districts were interviewed. An equal number of Title I and non-Title I children was randomly selected from each school. Questioning was based on areas expected to be familiar to the informant such as childhood games, school activities, and favorite television programs. The research was divided into two parts. Casual conversation was obtained from the children and data from the first part of the study was analyzed. Games, word lists, and reading passages that were based on the children's actual speech were designed and utilized in the second round of interviews. Results revealed that there were no qualitative differences in the speech of Title I and non-Title I children, and that a few more Title I children used the more highly stigmatized grammatical forms such as multiple negation than did non-Title I children. (SW)

**ED 098 649** CS 500 899

*Lockwood, Diane Lee.*  
**Sex and Persuability: A New Approach.**  
 Pub Date Apr 74  
 Note—12p.; Paper presented at the Central States Speech Association (Milwaukee, April, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Changing Attitudes, College Students, Communication (Thought Transfer), \*Persuasive Discourse, \*Psychological Studies, \*Self Concept, Sex Differences, \*Sex Discrimination

Given that subjects are exposed to a non-sex-biased and counter-attitudinal message from a highly credible source, this study hypothesized that lowly ego-involved subjects would experience significantly greater attitude change than highly ego-involved subjects, regardless of their sex. The variable of ego-involvement was controlled by equalizing the value of this variable across three groups. "Sex-biasness" of an issue was controlled through a series of pilot studies by the selection of an issue which was near equally ego-involving for both sexes. Additional pilot studies disclosed that the message was discrepant to the majority of subjects' beliefs and that both sources were consistently evaluated as highly credible. Pretest subjects included 876 students from introductory speech courses who completed semantic differential attitude scales to determine their initial attitude and level of ego-involvement. Only 186 of these subjects met the criteria to continue and take the posttest. Results indicated that highly ego-involved receivers were less susceptible to persuasion than lowly ego-involved receivers, regardless of their sex. However, there was no significant differences in the amount of attitude change between highly and lowly ego-involved subjects on latitudes of rejection and noncommitment. (HOD)

**ED 098 650** CS 500 900

*Browning, Larry D.*  
**Developing a Grounded Communication Theory: An Approach to Interpersonal Behavior in an Organization.**

Pub Date Apr 74  
 Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Field Studies, Higher Education, Human Relations, \*Interpersonal Relationship, \*Organizational Communication, Organizational Development, \*Research Design, Social Relations, \*Theories

This research project focused on the development of communication theory from qualitative data gathered through unstructured methods in a natural setting. The project emphasized the search for and discovery of communication variables by using data collection methods (unstructured interviews and nonparticipant observation) that provided detailed descriptions of behaviors and attitudes on how individuals communicate interpersonally in an organization setting and what variables influence the ways individuals communicate. A number of hypotheses were tested and the results are contained in the conclusion of this study. (RB)

**EA****ED 098 651** EA 006 296

**Futures. The Best of ERIC Series, No. 4.**  
 Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 74  
 Contract—OEC-0-8-080353-3514

Note—5p.  
 Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Annotated Bibliographies, Bibliographies, \*Educational Needs, Educational Objectives, \*Educational Planning, Elementary Secondary Education, \*Futures (of Society), Literature Reviews, Prediction

Included in the articles and documents in this annotated bibliography are definitions of futurism, discussions of the background and applications of futurism, and examinations of some futurist writings. Some articles and documents are based in the present and discuss relatively conventional approaches to determining what is to be done to meet the needs of future. All 21 of the documents are in the ERIC system. (Author)

**ED 098 652** EA 006 489

*Shalala, Donna E. And Others*  
**The Property Tax and the Voters. An Analysis of State Constitutional Referenda to Revise School Finance Systems in California, Colorado, Michigan and Oregon in 1972 and 1973. Occasional Paper No. 2.**

Columbia Univ., New York, N.Y. Inst. of Philosophy and Politics of Education.  
 Pub Date Nov 73

Note—75p.  
 Available from—Institute of Philosophy and Politics of Education, Teachers College, Columbia University, New York, New York 10027 (\$1.50)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—\*Educational Finance, \*Educational Legislation, \*Finance Reform, Political Issues, \*Property Taxes, School Support, School Taxes, \*Voting

**Identifiers**—California, Colorado, Michigan, Oregon, \*Voting Behavior

In November 1972, electorates in California, Colorado, Michigan, and Oregon decisively rejected constitutional amendments that (according to their supporters) would have reduced or eliminated reliance on the property tax as a means of financing education. School finance reformers were perplexed by these defeats. This study sets out to explain the gross inconsistency between the desire, as sampled by widely-accepted polls, of citizens to eliminate the property tax and their behavior in the voting booth. The study's research design combines two methodologies: case studies, including interviews and analysis of secondary sources (campaign literature, etc.), and aggregate voting analysis, using both correlation and multiple regression techniques in order to link support of amendments to census characteristics of localities. The findings indicate two major explanations for the amendments' defeat: the content of the proposals and the constitutional amendment process itself. Socioeconomic status variables were not found to be important explanatory variables. (Author/DN)

**ED 098 653** EA 006 490

*Redman, John C. Middleton, James W.*  
**Property Assessment by Machine: A Case Study of the Application of Data Processing to Real Estate Assessments in a Kentucky County. Bureau of School Service Bulletin, Vol. 46, No. 1.**  
 Kentucky Univ., Lexington. Coll. of Education.

Pub Date Sep 73  
 Note—89p.

Available from—Bureau of School Service, College of Education, University of Kentucky, Lexington, Kentucky 40506 (\$1.00, postpaid)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Case Studies, \*Computer Programs, Data Processing, Legislation, Models, Multiple Regression Analysis, Predictor Variables, \*Property Appraisal, \*Property Taxes, Real Estate

**Identifiers**—Equity, \*Kentucky

In 1965 the Court of Appeals of Kentucky ruled that all property should be assessed at 100 percent of fair market value. In compliance with the court decision, the county assessors began reassessing properties in January 1966. A great controversy arose over the new assessment procedures and problems. This study evaluates the results of the 1966 reassessments and develops a way by which the assessment procedures might be improved. The study first determines the effect of the 100 percent assessment in one area of Kentucky, giving particular emphasis to how well it improves the degree of equity among property assessments. It then describes the development and testing of a method that improves the 100 percent assessment procedures through the use of a regression model involving computer data processing. (Author/DN)

**ED 098 654** 80 EA 006 491

**State and Territorial Education Agencies and E.S.E.A. V Section 503: Report of a National Survey.**

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date Jun 73  
 Note—37p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Educational Development, Educational Research, Elementary Secondary Education, \*Federal Aid, Federal Government, \*Federal Programs, Federal State Relationship, Information Systems, Inservice Education, \*Program Evaluation, \*State Departments of Education, Statewide Planning, \*Surveys  
**Identifiers**—Elementary Secondary Education Act Title V, ESEA Title V

During the fiscal years 1966 to 1973 over \$200 million was provided to State education agencies (SEAs) to improve their capabilities and services in certain areas specifically mentioned in Section 503, Title V, of the Elementary and Secondary Education Act of 1965 (ESEA). Critics have charged that during this period State agencies were not responsive to the national priorities but rather allocated Section 503 resources to extend and carry out entrenched, traditional functions and activities independent of the mainstream of emerging educational needs. The fiscal year 1973 Federal budget proposals brought the most serious challenge to the SEA support program by recommending that Section 503 funds be eliminated. The purposes of this survey were to identify activities and programs funded by Section 503 allocations and to determine whether these activities and programs were consistent with the Congressional intent. Major findings of the survey are reported and relevant data, including a copy of the survey instrument, are included in an appendix. (Author/JF)

**ED 098 655** 80 EA 006 492

*Hawthorne, Phyllis*  
**Annotated Bibliography of the State Educational Accountability Repository. Revised. Report No. 1.**

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.; Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date Aug 74  
 Note—166p.; Related documents are ED 069 048 and ED 082 307

Available from—State Educational Accountability Repository, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—Accreditation (Institutions), \*Annotated Bibliographies, \*Educational Accountability, \*Educational Assessment, Educational Legislation, Management Systems, Measurement, Performance Criteria, Personnel Evaluation, \*State Legislation, \*State Programs  
**Identifiers**—CAP, \*Cooperative Accountability Project, Elementary Secondary Education Act Title V, ESEA Title V, Performance Based School Accreditation

This is the third Bibliography of the State Educational Accountability Repository (SEAR) published under the sponsorship of the Cooperative Accountability Project administered by the State of Colorado. SEAR is a collection of more than 800 State education agency reports and articles concerning accountability practices and procedures. The contents of these reports fall under five major topics: Statewide measurement programs, modern management systems, personnel evaluation, performance-based school accreditation, and accountability legislation. This bibliography lists the SEAR documents by State, provides a short annotation for each document, and arranges the documents under a series of topical headings. State agency representatives and their addresses are included on the page introducing each State's reports; these individuals can be contacted for copies of available documents. (Author/JF)

## ED 098 656

EA 006 493

Bridge, R. Gary

## Parental Decision Making in an Education Voucher System.

Pub Date 16 Apr 74

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974); Tables 3 and 5 may reproduce poorly

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Decision Making, \*Educationally Disadvantaged, Educational Research, \*Education Vouchers, Elementary Education, Information Dissemination, Information Needs, \*Information Utilization, Mexican Americans, Parent Attitudes, \*Parent Participation, Parent School Relationship, Program Evaluation

Identifiers—\*Alum Rock

Parental decisionmaking is the keystone of any voucher model. This paper examines the parental decisionmaking process as it has unfolded in the educational voucher experiment in the Alum Rock school system near San Jose, California. The author assumed at the outset that parents cannot make intelligent choices between schooling alternatives if they lack knowledge about the alternatives or if they are unable to see the differences between the alternatives. The author found that the Alum Rock experience seems to support the voucher model premise that parents want to influence school decisions and that the use of vouchers will increase parental interest in school decisionmaking. The assumption that parents are competent to make schooling decisions received only mixed support from the results of the Alum Rock demonstration. At the onset of the demonstration, ignorance of voucher opportunities and policies was greatest among the segment of the population that was supposed to benefit the most from having a choice in schooling—the educationally disadvantaged. But, as the voucher demonstration progressed, awareness of vouchers increased although non-English speaking Mexican-Americans continued to be the least aware of voucher opportunities. (Author/JF)

## ED 098 657

EA 006 494

Bhola, H. S.

## The Design of (Educational) Policy: Directing and Harnessing Social Power for Social Outcomes.

Pub Date Nov 74

Note—27p.; Paper presented at Educational Policy Conference (Bloomington, Indiana, November 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Culture, \*Educational Change, \*Educational Planning, \*Educational Policy, \*Policy Formation, Political Power, \*Power Structure, Social Action, Social Change, Sociocultural Patterns

This paper presents a conceptualization that interprets the processes of policymaking, institution building, and change planning as aspects of the same generic phenomenon of cultural action. Central to this conceptualization is a view of power that explains the dynamics of these related processes while it demonstrates their integral unity. The sole intent of the policymaking process is asserted to be the directing and harnessing of social power for social outcomes. (Author/WM)

## ED 098 658

EA 006 495

Lavin, Richard J. Sanders, Jean E.

## Synthesis of Knowledge and Practice in Educational Management and Leadership. Volumes 1 and 2. Project No. ED 73-241.

Merrimack Education Center, Chelmsford, Mass. Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Aug 73

Note—462p.

EDRS Price MF-\$0.75 HC-\$22.20 PLUS POSTAGE

Descriptors—Annotated Bibliographies, \*Educational Administration, Educational Practice, Information Dissemination, \*Information Networks, Information Retrieval, Information Services, \*Information Systems, \*Information Utilization, Knowledge Level, \*Management Development, Management Education, Management Systems, Research Utilization

This is a systematic effort to review the knowledge and practice in management programs. In synthesizing the knowledge base, the study establishes and emphasizes the great need

to link the knowledge banks of the producers' world with the users' stations. Several findings support this conclusion: (1) a wealth of knowledge exists; (2) although there is no lack of information, lack of utilization does exist; (3) gaps exist between research and practice worlds and between private and public sectors; (4) the user must be more active in the selection process; and (5) Educational Management Development Centers (EMDCs) may provide a beginning to a new institutionalized linking role. The study reviews two kinds of linkages: (1) producer/consumer linkages through EMDCs and (2) EMDC linkages (networks). The EMDCs, in linking for ERIC-like information, will build a capability for linking multiple types of resources—human and technical. Recommendations are made for building effective linkages within EMDCs. Also, the networking concept is presented to provide a mechanism for keeping centers abreast of developments from other agencies working to improve educational management. (Author/WM)

## ED 098 659

EA 006 496

Miskel, Cecil

## Public School Principals' Leader Style, Organizational Situation, and Effectiveness. Final Report.

Kansas Univ., Lawrence.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-0469-FR

Pub Date Sep 74

Grant—NE-G-003-0141

Note—162p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Administrator Evaluation, \*Administrator Selection, Bibliographies, \*Educational Research, Elementary Secondary Education, Job Satisfaction, Leadership, \*Leadership Styles, Models, Organizational Climate, Performance Factors, \*Principals, Public School Systems

The overall purpose of this study was to test the efficacy of a proposed theoretical model of leadership in educational organizations. Specifically, the study's purposes were: (1) to evaluate the descriptive, explanatory, and predictive characteristics of the theoretical model for administrator effectiveness; (2) to refine and elaborate the model using the research findings; and (3) to develop implications and recommendations for selecting building administrators. Findings of the study have led to a revised model for studying leader effectiveness as well as to some general suggestions for improving principal evaluation and selection. (Author/WM)

## ED 098 660

EA 006 497

## School Curriculum Design for the 1980's. The Possibilities for Tomorrow's School: A Proposed Program for the 1980's.

Texas Association for Supervision and Curriculum Development.

Spons Agency—Governor's Office of Educational Research and Planning, Austin, Tex.

Pub Date Aug 74

Note—238p.

Available from—Dr. Dwane Russell, Texas Association for Supervision and Curriculum Development, Box 6111, S.F. Austin State University, Nacogdoches, Texas 75961 (\$4.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Adult Education, Bilingual Education, Compensatory Education Programs, Curriculum Design, \*Curriculum Development, \*Curriculum Planning, Educational Alternatives, Educational Finance, Educational Objectives, Educational Opportunities, Elementary Secondary Education, Exceptional Children, \*Futures (of Society), Humanistic Education, Migrant Education, Models, \*Program Planning, \*State Programs, Vocational Education

Identifiers—\*Texas

Prepared as a definitive statement of educational quality for Texas, this document sets a goal for public school legislation. The model includes four coordinated strands: the problem-focused curriculum, the humanistic values curriculum, the curriculum for specialization, and the curriculum for personal growth and development. Program descriptions and recommendations are included for each of nine areas: elementary and middle school education, high school education, bilingual education, migrant education, provisions for ex-

ceptional children, adult and continuing education, occupational and technical education, compensatory education, and early childhood education. (Author/WM)

## ED 098 661

95

EA 006 498

McLoone, Eugene P.

## Profiles in School Support, 1969-70.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-C-71-4736

Note—154p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.05)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Educational Finance, Elementary Secondary Education, Enrollment, \*Equalization Aid, \*Expenditure Per Student, Financial Problems, Fiscal Capacity, Foundation Programs, \*National Surveys, Property Taxes, \*School Support, School Taxes, State Aid, Statistical Analysis, Statistical Data

This publication presents comprehensive, comparative expenditure data by local school system for the whole United States for the 1969-70 year and compares four decades of progress in school finance. The analysis in the document permits a view of State and national progress toward reducing or eliminating financial inequality and of the magnitude of the equalization task. The report considers such questions as: How many additional dollars would be needed to support all children in a State or the nation at the expenditure level where a quarter, half, or three-quarters of the children of the nation are now supported? Has the task of raising low expenditure school districts to a standard such as the U.S. median expenditure level become easier or more difficult over the past 10, 20, 30, or 40 years? Do variations in expenditures relate to school system enrollment size? How do the States vary in financial ability or educational load? Numerous graphs and tables appear throughout the document. (Author/DN)

## ED 098 662

EA 006 499

Wollaston, Twila

## Year-Round Education in Pennsylvania. A Status Report on State-Funded Programs.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Administration and Management Support Services.

Pub Date 74

Note—64p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Cost Effectiveness, Curriculum Development, Efficiency, Elementary Secondary Education, Extended School Year, Humanization, Individualized Instruction, \*Program Descriptions, \*Program Evaluation, Relevance (Education), School Calendars, School Schedules, \*State Aid, State Programs, Trimester Schedules, \*Year Round Schools

Identifiers—\*Pennsylvania

The Pennsylvania Legislature funded a two-year program to enable interested local schools to conduct exploratory programs on all-year scheduling. Funds were allocated by contract on the basis of the local school's need and readiness to conduct some type of all-year school program or to study the feasibility of such a program. Findings indicate that year-round operation can produce major economic savings if there is a need to construct a new school or an addition to a school. The potential savings in the year-to-year operational budget is less clear. A remedial program that helps prevent students from failing a grade can produce an economic as well as a social savings. An accelerated program can cost more in the short run, but, because a student spends fewer years in school, may not cost more in the long run. An enrichment program will probably cost more than a regular program because of the extra services provided. Year-round programs tend to offer a greater variety of courses and to serve as a vehicle for the implementation of mini-courses and individualized instruction. A flexible year-round program can provide equal opportunity for a quality education in terms of a more humane learning environment, a more relevant curriculum, a more appropriate in-

structional process, a more flexible use of time and learning facilities, and a more rational pupil evaluation system. (Author/DN)

ED 098 663 EA 006 500  
Oliver, Gordon

School Graduation Requirements in Oregon. A Discussion of the Events Surrounding the 1972 Change in Requirements.

Oregon State Dept. of Education, Salem.

Spons Agency—Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.

Pub Date Sep 74

Note—99p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Attendance, Career Education, Curriculum Development, \*Educational Accountability, Educational History, \*Educational Innovation, Educational Objectives, \*Graduation Requirements, \*Performance Based Education, Performance Contracts, Pilot Projects, School District Autonomy, \*Secondary Education, State Legislation, Student Centered Curriculum, Student Needs

Identifiers—Oregon, \*Survival Competencies

The Oregon school graduation requirements, the trends and events that led to their development, and the implementation program that followed their adoption are the subjects of this report. The requirements, adopted in September 1972, call for districts to establish minimum "survival level" competencies that each student must meet in addition to completing modified requirements in designated course and attendance areas. A number of educational trends contributed to the development of the requirements; many of these emerged in meeting and studies that preceded adoption of the requirements. The major implementation actions of the State Department of Education and of several of the State's school districts are reviewed. Arguments for and against accountability in education and competency-based educational programs are also discussed, accompanied by suggested options for future research into the effectiveness of the State's competency-based education. The implementation program of the Albany Union High School District and its relation to actions by the Department of Education are reviewed in an appendix to the main report. (Author/MLF)

ED 098 664 EA 006 501  
Hurwitz, Howard L.

The Principal, School Discipline, and the Law.

Council of Supervisors and Administrators of the City of New York, Brooklyn, N.Y.

Pub Date 74

Note—29p.

Available from—Council of Supervisors and Administrators, 186 Joralemon Street, Brooklyn, New York 11201 (\$1.00; make checks payable to CSA—Booklet)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Civil Liberties, \*Court Cases, Court Doctrine, Court Litigation, \*Discipline, Discipline Problems, Dress Codes, \*Due Process, Elementary Secondary Education, Freedom of Speech, Principals, Search and Seizure, \*Student School Relationship, Suspension, Teachers

Identifiers—New York City

In this booklet, the Council of Supervisors and Administrators of the City of New York seeks to offer hope that teachers' and principals' capacity for the reasonable exercise of authority has not been exhausted. There is a body of legal opinion that supports the authority of the principal in disciplinary matters. It is a misconception that a student is deprived of this rights if, as an outcome of an administrative hearing, he is suspended from school or denied further public education. The courts are far from committed to the doctrine that each and every disciplinary decision is subject to trial; the courts do not always see the principal as an adversary in his relationship with students. In the sections on due process, suspensions, free speech, free press, respect for the flag, personal appearance, and searches and seizures, the author suggests that fairness, common sense, and experience remain the staples in school discipline. The courts have not enjoined principals from acting on the belief that parents send children to school to learn and that no learning can be carried on where some students are per-

mitted to prevent others from learning. (Author/JF)

ED 098 665 80 EA 006 502  
Natriello, Gary, Ed. Venables, Thomas J., Ed.

Alternative Education. Books and Films About Alternative Education. An Annotated Bibliography.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of State Assistance; Mid-Atlantic Regional Interstate Planning Project.

Pub Date Jul 74

Note—23p.; A related document is EA 006 503

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, \*Educational Alternatives, \*Educational Change, \*Educational Improvement, Educational Innovation, Elementary Secondary Education, \*Literature Reviews

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This bibliography includes an overview of the literature on alternative education. The overview places the literature under five headings: critical literature; reform literature; reconstructional literature; experimental literature; and directories, manuals, and clearinghouse information. (JF)

ED 098 666 80 EA 006 503  
Harch, James And Others

Alternative Education. Optional Learning Environments. A Catalog of Schools and Programs.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of State Assistance; Mid-Atlantic Regional Interstate Planning Project.

Pub Date Aug 74

Note—81p.; A related document is EA 006 502

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Alternative Schools, Early Childhood Education, \*Educational Alternatives, Educationally Disadvantaged, Elementary Secondary Education, \*Experimental Schools, Freedom Schools, Handicapped Children, Independent Study, Individualized Programs, Open Education, \*Program Descriptions, School Community Relationship, Student School Relationship, \*Surveys, Urban Schools

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This directory was compiled from the returns of a mail survey conducted in the fall of 1973. By the nature of the survey, the listings in this report are incomplete. But what emerges from the information is clear: there are many different kinds of alternatives. In providing a brief description of each school or program, the editors have attempted to use the words of the educators in the school. The schools and programs themselves break down into certain clear categories. There are the small independent "family" schools such as Albany, New York's The Free School, and there are the schools-within-a-public-school such as Princeton, New Jersey's Learning Community. There are programs within schools, public and private, that are an option for a particular grade or age level; while guidance or career-oriented options like Horsham, Pennsylvania's are also frequent. Then, too, there are the experimental elementary schools—large ones like Philadelphia's Pennsylvania Advancement School and small ones like the Bucks County Montessori Association's Children's Academy in Langhorne, Pennsylvania. These elementary schools seem to be dedicated to early childhood education as it has been developed by continental educators or, more recently, as it has been demonstrated by the "open plan" schools in Leicestershire, England. (Editors/JF)

ED 098 667 EA 006 505  
Powell, Janet F.

Scheduling of Student Activities and Employment of Full-Time Activity Directors in Secondary Schools. An ERS Report.

Educational Research Service, Washington, D.C.

Pub Date 74

Note—21p.

Available from—Educational Research Service, Inc., 1815 N. Fort Myer Drive, Arlington, Virginia 22209 (\$4.50, payment must accompany orders of less than \$10.00)

Document Not Available from EDRS.

Descriptors—\*After School Activities, \*Cocurricular Activities, \*National Surveys, \*Occupational Information, Scheduling, School Activities, \*School Personnel, School Policy, School Schedules, Secondary Education

Identifiers—\*Student Activity Directors

This report examines student activity scheduling procedures in the nation's high schools and investigates the prevalence of student activity directors assigned to these schools. In addition, it provides 11 sample job descriptions for student activity directors as submitted by responding school systems. The data reported in the document are based primarily on surveys by the National Association of Secondary School Principals and the Educational Research Service, Inc. The ERS survey of 576 school systems indicates that nearly half of the school districts schedule all student activities after school. Roughly 37 percent of the respondents indicated that all activities are scheduled throughout the day in some or all of their high schools. Twenty-three percent of the schools indicated they had full-time activity directors in the high schools. Medium and large school systems reported the highest percentage of directors. A short list of references is included in the report. (Author/DN)

ED 098 668 EA 006 506

Roberts, Donald A.

Changing Patterns of School Governance.

National Association of Independent Schools, Boston, Mass.

Pub Date Oct 74

Note—41p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Activism, \*Educational Change, Educational Innovation, Elementary Secondary Education, \*Governance, Private Schools, \*School Administration, Student Attitudes, Student Government, Student Organizations, Student Participation, Student Responsibility, \*Student Role, \*Student School Relationship, Teacher Attitudes

The author examines innovative governance patterns in 25 independent schools around the country. Among student concerns are student councils, honor committees, students in advisory capacities, faculty-student senates, all-school meetings, and constitutions. Faculty concerns cover faculty associations, salary scales, faculty representation on boards, faculty meetings, and faculty roles in governance. Effective systems that involve students in governance, the author asserts, are invariably honest, simple in structure, small, challenging, unique to themselves, constantly changing, and based on a belief that some of our students are morally capable of making important decisions. (Author/WM)

ED 098 669 EA 006 507  
Parkman, Francis Springer, E. Laurence

The Independent School Trustee Handbook.

National Association of Independent Schools, Boston, Mass.

Pub Date Sep 74

Note—66p.; Third Edition

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.50, Quantity Discounts)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Administrator Guides, Administration Selection, \*Board Administrator Relationship, Board of Education Policy, Board of Education Role, \*Boards of Education, Contracts, Elementary Secondary Education, Evaluation, \*Governance, Performance Criteria, Principals, \*Private Schools, \*Trustees

This handbook takes an up-to-date look at the complex issues of trusteeship and school governance. Although addressed to trustees of independent schools, it contains valuable insights and suggestions for all who serve on boards, in and out of education. The main topics covered are "Governing Boards," "The Board and the Head of the School," and "Selecting a New Head and Getting Him Started." Material new to this

edition includes comments on the nature of trusteeship, orientation of new trustees, evaluation of the school and of the head's performance, and contractual relationships with the head. (Author)

**ED 098 670** EA 006 508  
Assessment & Accountability in Education: Threat or Promise? An Occasional Paper.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 74

Note—24p.

Available from—I/D/E/A, Mail Orders, P.O. Box 628, Dayton, Ohio 45419 (\$2.00, payment must accompany order)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Behavioral Objectives, Conference Reports, \*Educational Accountability, \*Educational Assessment, Educational Needs, \*Educational Objectives, Educational Planning, Elementary Secondary Education, Evaluation Criteria, \*Performance Based Education, \*Performance Criteria, State School District Relationship, Statewide Planning, Teacher Attitudes

The seminar on assessment and accountability in education was believed to be the first national conference concerned with these coordinate issues. The participants generally concurred that accountability is a many faceted phenomenon with varying interpretations. It was further agreed that the major obstacle to setting up measures of accountability has been a lack of knowledge: school personnel have not known what to do or what to identify in demonstrating and describing the effectiveness of the educational enterprise. Before school personnel can be held completely accountable, there must be a sharper focus on the goals and objectives of teaching and learning. (Author/WM)

**ED 098 671** EA 006 509  
The Problem of School Security. An Occasional Paper.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 74

Note—28p.

Available from—I/D/E/A, Mail Orders, P.O. Box 628, Dayton, Ohio 45419 (\$2.00, payment must accompany order)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Citizenship, Delinquency Causes, \*Delinquent Behavior, Elementary Secondary Education, Grievance Procedures, Law Enforcement, \*Police School Relationship, \*Prevention, School Environment, \*School Vandalism, \*Security, Specialists, Student Participation, Student Responsibility, Student Rights, Student School Relationship, Student Teacher Relationship, Suspension, Truancy

School security directors, educators, and social scientists met in conference to explore in depth the causes of school crime and to recommend realistic means of containing and minimizing it. The conferees made the following recommendations. All school administrators should set up an appropriate recordkeeping system in order to pinpoint patterns of school crime in an effort to anticipate problems. Oversized schools that foster an impersonal atmosphere must be reorganized to create smaller units that give rise to a feeling of community among the students. Increased involvement of students and citizens in all aspects of school life is imperative if the schools are to comprise a safe and humane environment for all. School systems must offer appropriate program alternatives and options that will provide substance and meaning to the broad range of student abilities to be served. If the rate of crime reaches a point at which it is necessary to employ security personnel, the school system should employ a background staff with a law enforcement background rather than use guards and uniformed police in the halls. Substantial resources should be allocated for the development of curricula that emphasize the teaching of moral and ethical values. Photographs may reproduce poorly. (Author/MLF)

**ED 098 672** EA 006 510  
Preliminary Feasibility Study for the Establishment and Use of an Education Voucher System in Gary, Indiana. Volume 1.

Gary City Public School System, Ind.; Institute for the Advancement of Urban Education, New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date May 71

Note—124p.; A related document is EA 006 511

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Administrator Attitudes, Board of Education Role, Community Attitudes, Community Characteristics, \*Community Surveys, \*Education Vouchers, Elementary Secondary Education, Equal Education, \*Information Dissemination, \*School Community Relationship, Student Ability, Urban Education, \*Urban Schools

Identifiers—Educational Voucher Agency, \*Gary, Indiana

Due to limited time and money, this feasibility study focused primarily on the desirability of using vouchers as that desirability could be measured in the awareness, acceptance, and willingness of inner-city Garyites to participate in an education voucher pilot program. The study began with a two-month information campaign to inform Garyites about vouchers, followed by a survey to measure the awareness and attitudes of different segments of the community. Usable data were collected from 498 parents and inner-city residents and 343 school employees, including teachers, principals, and central office administrators. Findings showed that 56.5 percent of the community residents surveyed had not heard of the education voucher program; nonetheless, 53.8 percent indicated they would be willing to participate, while 31.5 percent were undecided. Only 8.2 percent of the teachers and 5.7 percent of the principals surveyed were unaware of the voucher program, and 47.3 percent of the teachers and 74.1 percent of the principals were willing to participate. The undecided were 39.1 percent of the teachers and 14.3 percent of the principals. (JG)

**ED 098 673** EA 006 511  
Preliminary Feasibility Study for the Establishment and Use of an Education Voucher System in Gary, Indiana. Volume 2: Appendices.

Gary City Public School System, Ind.; Institute for the Advancement of Urban Education, New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date May 71

Note—157p.; A related document is EA 006 510

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Administrator Attitudes, Bibliographic Citations, Board of Education Role, \*Community Attitudes, \*Community Surveys, \*Education Vouchers, Elementary Secondary Education, \*Information Dissemination, Research Methodology, School Community Relationship, Teacher Attitudes, \*Urban Schools

Identifiers—\*Gary, Indiana

A companion piece of volume 1, this section of the feasibility study consists entirely of eight appendixes. Appendix A describes the objectives of the study and how they were operationalized. Appendix B consists of the information kit used to inform community members about the education voucher program and includes clippings of newspaper articles that were written about the program. Appendix C includes outlines and summaries of the various workshops, forums, and public meetings that were part of the public information campaign. Appendix D includes the questionnaires and other research instruments used in the survey of different groups within the Gary community, and Appendix E contains the computer printouts of the results of the survey. Appendix F lists the 15 members of the Gary community who comprised the Pre-Planning Voucher Board; Appendix G lists 14 consultants and facilitators; and Appendix H is a selected bibliography on the subject of education vouchers. (JG)

**ED 098 674** EA 006 512  
Neff, Franklin W.  
Adult Attitudes Toward Educational Issues. A Summary of Major Findings. Final Summary Report.

Mid-American Urban Observatory, Kansas City, Mo.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—PB-234-709

Pub Date Jun 72

Note—20p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (Order No. PB-234709; MF-\$2.25, HC-\$4.00)

**Document Not Available from EDRS.**

Descriptors—Adults, \*Attitudes, Behavior, Education, Elementary Secondary Education, Evaluation, Neighborhood, Prediction, \*Public Opinion, \*School Budget Elections, School Districts, \*Schools, \*Surveys, Taxes, Voting

Identifiers—Kansas City, Missouri

The results are reported of a survey of potential voters in Kansas City, Missouri, relative to their attitudes toward school levy elections. The survey encompassed four major areas, including residents' views on education in general, how they evaluated the public school system in their district, how they evaluated public schools in their neighborhood, and how they viewed their past and future voting behavior on school levy elections. (NTIS)

**ED 098 675** EA 006 513

Hubbell, L. Kenneth. And Others

Alternative Methods for Financing Public Services: The Cases of Education and Welfare. Final Summary Report.

Mid-American Urban Observatory, Kansas City, Mo.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—PB-234-744

Pub Date Aug 73

Note—32p.; A related document is EA 006 514

Available from—National Technical Information Service, 5285 Port Royal, Springfield, Virginia 22151 (Order No. PB-234744; MF-\$2.25, HC-\$4.75)

**Document Not Available from EDRS.**

Descriptors—\*Educational Finance, Elementary Secondary Education, \*Finance Reform, Local Government, Regional Planning, School Support, School Taxes, \*State Aid, State Government, Statistical Analysis, \*Tax Allocation, Tax Effort, Taxes, Tax Support, Welfare, \*Welfare Services

Identifiers—Kansas, Kansas City, Missouri

This study evaluates the tax burden changes that occur as two local service functions, welfare and education, are shifted to State government financing. An analysis of alternative methods of such financing is undertaken, and the effects of these methods on the residents of the two central cities of Kansas City standard metropolitan statistical area are examined. Findings and recommendations resulting from this analysis and examination may be helpful in making other difficult policy decisions concerning public services and the sources of revenue used to support them. (NTIS)

**ED 098 676** EA 006 514

Olson, Gerald W. And Others

Alternative Methods for Financing Public Services: The Cases of Education and Welfare. Final Report.

Mid-American Urban Observatory, Kansas City, Mo.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—PB-234-745

Pub Date Aug 73

Note—183p.; A related document is EA 006 513

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (Order No. PB-234745; MF-\$2.25, HC-\$12.25)

**Document Not Available from EDRS.**

Descriptors—\*Educational Finance, Elementary Secondary Education, \*Finance Reform, Local Government, School Taxes, \*State Aid, State Government, \*Tax Allocation, Tax Effort, \*Welfare Services

Identifiers—Kansas, Kansas City, Missouri

This document evaluates the tax burden changes that occur as selected local service functions are shifted to State government. The primary emphasis is on the analysis of alternative systems on the residents of the two central cities of the standard metropolitan statistical area, Kansas City, Missouri, and Kansas City, Kansas. (NTIS)

## ED 098 677 EA 006 515

Oakland, William H.  
Incidence and Other Fiscal Impacts of the Reform of Educational Finance: A Case Study of Baltimore. Final Report.

Baltimore Urban Observatory, Md.  
Spons Agency—Department of Housing and Urban Development, Washington, D.C.; National League of Cities, Washington, D.C.  
Report No.—PB-234-918

Pub Date Apr 74

Note—282p.; Prepared in cooperation with Ohio State Univ., Columbus and Tel-Aviv Univ. (Israel)

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (Order No. PB-234918; MF-\$2.25, HC-\$17.25)

## Document Not Available from EDRS.

Descriptors—\*Educational Finance, Elementary Secondary Education, \*Finance Reform, Local Government, School Support, \*School Taxes, \*State Aid, State Government, \*Tax Allocation, Tax Effort, Tax Support

This study examines the consequences of alternative financing arrangements for secondary and elementary education. There is an analysis of the characteristics of the present system of State aid. The study evaluates the incidence of major State and local taxes and then determines the distributional consequences of shifting from local to State financing. Lastly, it discusses the jurisdictional and distributional impact of various reforms, ending with a set of recommendations for educational financing. (NTIS)

## ED 098 678 EA 006 516

Runkel, Philip J., Ed.  
Bibliography on Organizational Change in Schools, Selected and Annotated.

Oregon Univ., Eugene. Center for Educational Policy Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—148p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

## POSTAGE

Descriptors—\*Annotated Bibliographies, Change Strategies, Elementary Secondary Education, \*Organizational Change, Organizational Climate, \*Organizational Development, School Environment, \*School Organization

This bibliography is compiled for persons who wish to understand organizational change as it occurs in the schools or who wish to enable it to happen more surely. Most of the entries deal with processes, structures, or events in the schools or their environments. Writings about other organizations are included only when they translate easily to the school setting and only when they contain valuable information that is hard to find in the literature about schools. A few little-known technical writings on methods of data analysis are also included. Although the list contains unpublished papers, it gives preference to easily available documents. The bibliography omits many writings before 1960 or, in some cases, 1965. (Author/DN)

## ED 098 679 EA 006 517

Robbins, Jerry H.  
The Diffusion of Instructional Innovations in the Public Schools of Mississippi (1958-1973) and Arkansas (1966-1973).

Pub Date 74

Note—14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, Louisiana, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Adoption (Ideas), Change Agents, \*Comparative Analysis, \*Diffusion, Doctoral Theses, \*Educational Change, Elementary Secondary Education, \*Instructional Innovation, Questionnaires, State Departments of Education

An analysis of the findings of three studies that were the bases of doctoral dissertations completed under the direction of the author are presented. The basic source of data was a questionnaire sent to all school superintendents in Mississippi and to a sample of superintendents in Arkansas. Some of the findings included in the synthesis are: (1) research on the diffusion of innovations has progressed in recent years and is moving at an accelerated rate; (2) the largest

number of innovation adoptions reported came in the last year, indicating an acceleration in the rate of adoption throughout the period of the study; (3) instructional innovations took place in language arts more than any other subject area, followed by mathematics, science, and social studies; (4) academic programs for the average and below-average ability students received more attention than did those for the over-average; and (5) in general, the data from other States show that both Mississippi and Arkansas are starting late but following the same general adoption patterns that have been set in other States. (Author/MLF)

## ED 098 680 EA 006 518

Howard, Eugene R.  
Accountability: Who Builds the System That Works?

Pub Date 30 Apr 74

Note—33p.; Speech given before New York Association for Supervision and Curriculum Development Annual Meeting (24th, New York, New York, April 30, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—Academic Achievement, \*Educational Accountability, Educational Assessment, Elementary Secondary Education, Evaluation, Management Systems, \*Performance Criteria, Program Budgeting, \*Program Evaluation, Program Planning, \*School District Autonomy, \*State School District Relationship, Statewide Planning, Systems Approach, Teacher Evaluation

Identifiers—\*Illinois

It is possible for a district to develop a system of accountability that defines appropriate roles for lay citizens, pupils, teachers, administrators, and the board of education. It is not necessary for accountability to be imposed from the State level through mandates requiring Statewide assessments, competency-based teacher certification plans, pre-manufactured planning and evaluating formats, and the like. What is needed from the State level is expertise, money, and help in training members of the teaching profession to plan and evaluate more systematically what they are doing. It is ultimately teachers and administrators at the building and district levels who, with the help of lay citizens, build accountability systems that work. (Author/WM)

## ED 098 681 80 EA 006 519

Hawthorne, Phyllis  
Legislation by the States: Accountability and Assessment in Education. Revised. Report No. 2. Bulletin No. 3100.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project; Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date Nov 74

Note—109p.; A related document is ED 084 630

Available from—State Educational Accountability Repository, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

## POSTAGE

Descriptors—Accreditation (Institutions), Administrator Evaluation, Budgeting, \*Educational Accountability, Educational Assessment, Elementary Secondary Education, \*Evaluation, Management by Objectives, Management Development, Management Information Systems, \*Management Systems, National Surveys, Performance Based Teacher Education, \*Performance Contracts, Program Budgeting, \*State Legislation

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, State Educational Accountability Repository

In Section 1, this report, a third revision, describes and discusses the accountability legislation enacted in the United States from 1963 through 1974. Tables and graphs reveal which States have enacted accountability legislation and indicate how many States have enacted legislation in five accountability related categories: State assessment/evaluation programs, modern management techniques, professional personnel evaluation, performance-based school accreditation, and performance contracting. Each 1974 law is

discussed and summarized. Section 2 contains copies of all the laws enacted from 1963 through 1974 that are retained in the State Educational Accountability Repository (SEAR), with the exception of the 1974 North Carolina budget bill. (Author/DW)

## ED 098 682 EA 006 520

Cawelti, Gordon  
Vitalizing the High School: A Curriculum Critique of Major Reform Proposals.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 74

Note—61p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006 (Stock N. 611-74026, \$3.50)

EDRS Price MF-\$0.75 HC Not Available from

## EDRS. PLUS POSTAGE

Descriptors—\*Comparative Analysis, \*Curriculum Development, \*Curriculum Evaluation, \*Educational Assessment, \*Educational Change, Educational Problems, High School Students, School Environment, Secondary Education

Recommendations of prestigious organizations concerned with secondary education are brought together in this booklet intended for persons interested in secondary education, those concerned with the problems of the schools, and others involved with youth in seeking solutions to school-related problems. James B. Conant's "The American High School Today" and five new reports are considered. An effort has been made to: analyze the six reports; summarize and compare their recommendations, showing similarities as well as differences; evaluate their recommendations; and generate new ideas for secondary education. The final section is a critique of the recommendations and a synthesis of the whole. (Author/MLF)

## ED 098 683 95 EA 006 521

King, Irene A.  
Bond Sales for Public School Purposes, 1972-73.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-11406

Pub Date 74

Note—24p.; A related document is ED 073 550

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.60)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Bond Issues, Capital Outlay (for Fixed Assets), Construction Costs, \*Educational Finance, Elementary Secondary Education, Financial Support, Interest, \*School Budget Elections, School Support, \*Tables (Data), \*Voting

This report provides data about the sale of bonds for financing the construction of public elementary and secondary school facilities during the fiscal year 1973. Data were compiled on the number of bond sales, the average net interest cost, the issuing agency, and the term of maturity. The report also provides summary information regarding bond elections held, the number approved or defeated, and the par value of the issues voted on. The U. S. Office of Education issues this report annually for the benefit of school administrators, school board members, and others who require up-to-date knowledge of school construction financing. The publication indicates that in fiscal year 1973, 1,273 school bond elections were reported proposing the issuance of a total of \$4.0 billion in public school bonds. Bond issues were approved in 719 of these elections for a total of \$2.3 billion. The number of issues approved represented an increase of 32.7 percent over fiscal year 1972. The percent of elections approved in fiscal year 1973, 56.5 percent, is a sizable increase from the 47.0 percent approved in fiscal year 1972. Numerous charts and tables are included. (Author/DN)

## ED 098 684 EA 006 522

Gerwin, Donald, Ed.  
The Employment of Teachers: Some Analytical Views.

Pub Date 74

Note—440p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$12.50)

**Document Not Available from EDRS.**

Descriptors—\*Collective Negotiation, Conflict Resolution, Decision Making, Elementary Secondary Education, Job Satisfaction, Negotiation Impasses, \*Organizational Climate, Salary Differentials, Teacher Attitudes, \*Teacher Evaluation, \*Teacher Salaries, \*Teacher Selection

This book provides a multidisciplinary view of a wide range of issues relevant to the employment of teachers. It is a compendium of 25 articles contributed by 30 scholars and professionals in the fields of educational administration, industrial relations, behavioral science, economics, management science, and political science. These authorities describe much of the recent and current research dealing with teacher employment. An attempt is also made to appraise the utility of the work that has already been done and to suggest possible directions for future research. Section 1 of the book deals with teaching as a career and includes discussions of teacher selection and evaluation. Section 2 focuses on teacher compensation, with particular attention to more efficient compensation practices and analysis of the various components of the wage package. Section 3 is on organizational behavior; it includes inquiries into such issues as conflict consensus, job satisfaction, and participation in decisionmaking. Section 4 focuses on collective bargaining, with emphasis on such facets as impasse procedures and the structure of the bargaining relationship. (JG)

ED 098 685 EA 006 523

Culbertson, Jack A., Ed. *And Others*  
Performance Objectives for School Principals:  
Concepts and Instruments.

Pub Date 74

Note—220p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.75)

**Document Not Available from EDRS.**

Descriptors—\*Administrator Education, \*Administrator Evaluation, \*Administrator Role, Decision Making, Educational Administration, Elementary Secondary Education, Inservice Education, Interprofessional Relationship, Leadership, \*Performance Criteria, Preservice Education, \*Principals, School Administration, School Community Relationship, Social Change

This book is influenced by and designed to contribute to four significant trends now affecting the school principalship: the increasing significance of the school principal's role in education, the developing interest in the continuing education and preservice preparation of principals, the growing focus on performance objectives for principals, and greater reliance on school system-university partnerships to define and relate effective performance measures to preparation. Performance objectives set forth in the book highlight special ways principals can exercise school and community leadership. All of the domains of behavior treated in the volume are considered in light of these objectives. Means are provided to improve diagnostic procedures which in turn would make continuing education for school principals more effective. (Author)

ED 098 686 EA 006 524

Pinar, William, Ed.  
Heightened Consciousness, Cultural Revolution, and Curriculum Theory. The Proceedings of the Rochester Conference (Rochester, New York, May 3-5, 1973).

Pub Date 74

Note—173p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.50)

**Document Not Available from EDRS.**

Descriptors—Cultural Awareness, Cultural Factors, Culture Conflict, \*Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, Futures (of Society), \*Learning Theories, \*Perception, Psychiatry, Revolution, Social Change, Theoretical Criticism

Identifiers—Centering

This book brings together the latest thinking of some of the scholars who are at work reconceptualizing the meaning of the field of curriculum. William Pinar explores a phenomenological approach to the main theme of the book, drawing heavily on psychoanalytic theory. Robert Starratt discusses futurological work in the context of cur-

riculum theory development. Dwayne Huebner continues his work on the language of curriculum theorizing. Donald Bateman outlines collective social and political goals and their discrepancy with actual curriculum materials. Maxine Greene draws on the French Existentialist tradition to analyze the relations between cognition, consciousness, and curriculum. James Macdonald discusses the concept of centering as a possible focus of the curriculum. Finally, William Pilder makes a case for the creation of intentional communities that might foster what he terms "mutual indwelling." (Author/MLF)

ED 098 687 EA 006 525

Mayhew, Lewis B. *And Others*  
Educational Leadership and Declining Enrollments.

Stanford Univ., Calif. Dept. of Educational Administration.

Pub Date 74

Note—185p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.75)

**Document Not Available from EDRS.**

Descriptors—\*Administrator Education, Course Descriptions, Curriculum Design, \*Curriculum Development, \*Curriculum Planning, Curriculum Research, \*Educational Administration, Educational Needs, Guidelines, Higher Education, Models, \*Program Descriptions

Identifiers—Stanford University

This book is a report of a major curriculum revision undertaken by the faculty in educational administration in the School of Education, Stanford University. Sensing the educational needs of the 1970's and 1980's, the Stanford faculty pondered the kinds of administrative services likely to be needed and suggested one model that might have applicability beyond Stanford. The curriculum revision was conducted in the context of changes in education for the professions generally, changes detected in professional education, and recent policy analyses and pronouncements regarding all of American education. Part 1 contains the rationale for a new program in educational administration at Stanford, as well as an indication as to how a number of critical issues were resolved. Part 2 presents papers and summaries of papers prepared for an Invitational Conference held at Stanford in January 1974. This conference was intended as a means of obtaining reactions from the field of educational administration to what the Stanford faculty was proposing. The appendix presents a set of guidelines and course descriptions for the new program in educational administration as envisioned by the faculty after its curriculum study. (Author)

ED 098 688 EA 006 526

Berke, Joel S.  
Answers to Inequity: An Analysis of the New School Finance.

Pub Date 74

Note—369p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$11.75)

**Document Not Available from EDRS.**

Descriptors—Educational Equality, \*Educational Finance, Elementary Secondary Education, \*Equal Education, Federal Aid, \*Finance Reform, Resource Allocations, \*School Support, School Taxes, State Aid, State Federal Aid, \*Supreme Court Litigation

Identifiers—\*Rodriguez, Serrano vs Priest, Texas

This study of the fiscal, legal, and political dimensions of reform in American school finance responds to the challenge of San Antonio Independent School District vs. Rodriguez. The book focuses specifically on the State of Texas and the way in which injustices were analyzed for the landmark Rodriguez case. The book goes on to describe the role of the courts in bringing progressive change to educational finance laws and evaluates the degree to which legal tests effectively meet the problems besetting the support of public education. The components of equity that characterize what the author considers to be the best of the new reform laws are abstracted, and the political factors that constrain or encourage the passage of such legislation are discussed. This is followed by a review of some of the principal findings about the fiscal effects of federal aid to education and about the adminis-

trative practices that control the patterns of federal resource allocations within States. The book concludes with a series of recommendations aimed at improving the effectiveness of legal tests, State finance plans, and the federal role in American school finance. The complete opinions of Serrano vs. Priest, San Antonio vs. Rodriguez, and Robinson vs. Cahill appear in the appendices. The appendices also include statements from the New York Commission on Education, the President's Commission on School Finance, the Governor's Citizens' Committee on Education, and school finance reform legislation in Florida, Kansas, Utah, and Minnesota. An extensive bibliography is included. (Author/DN)

ED 098 689 EA 006 527

Gover, Robert J.  
How To Read and Interpret a School District Budget.

Pub Date Apr 74

Note—27p.; Paper presented at the Annual Meeting of the National School Boards Association (34th, Houston, Texas, April 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrator Guides, \*Budgets, \*Educational Finance, Educational Planning, Educational Programs, Elementary Secondary Education, \*School District Spending, \*School Support, Speeches

Identifiers—\*Kentucky

This paper gives an analysis of receipts and expenditures in a sample Kentucky school district and compares them with receipts and expenditures for the United States and for other school districts in Kentucky. Data have been obtained from the sample school district, the Kentucky Department of Education, and the January 1973 issue of "School Management." The information contained in this paper makes it possible to: compare on an average daily attendance (ADA) basis the receipts from the property tax in the sample Kentucky school district with the property tax receipts in the State of Kentucky; compare on an ADA basis the total local receipts in the sample district with the averages in the State of Kentucky; compare the sample district's overall costs with average costs in Kentucky and the United States; compare expenditures for such items as administration, instruction, pupil transportation, debt service, and capital outlay; and assess the ability of the sample district and the State of Kentucky to finance public elementary and secondary education. The document also describes the various classes of receipts and expenditures in a typical school budget. (Author/DN)

ED 098 690 EA 006 528

Doob, Heather S.  
Tenure and Contracts for Administrators. An ERS Report.

Educational Research Service, Washington, D.C.

Pub Date 74

Note—69p.

Available from—Educational Research Service, Inc., 1815 N. Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, payment must accompany orders less than \$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Administrative Personnel, \*Contracts, Elementary Secondary Education, \*Job Tenure, National Surveys, Personnel Policy, Principals, State Departments of Education, \*State Legislation, Superintendents, Supervisors, Tenure

Based on the results of surveys of local school districts and State departments of education in 1973 and 1974, this report provides information on contracts and tenure for school administrators and supervisors. Data include local and State tenure policies and length of probationary and permanent contracts. Tables of data are included. (Author/DW)

ED 098 691 EA 006 529

Meals, Donald W.  
Organizing for Improving Delivery of Educational Services in Massachusetts. Volume 1: A Process Approach to the Development of Regional Educational Delivery Systems in Massachusetts.

Little (Arthur D.), Inc., Cambridge, Mass.; Merrimack Education Center, Chelmsford, Mass.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Mar 74

Note—28p.; A related document is EA 006 530

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Change Strategies, \*Decentralization, Educational Administration, \*Educational Coordination, Educational Innovation, Educational Resources, Elementary Secondary Education, \*Interagency Cooperation, Interscholastic Communication, \*Regional Cooperation, Regional Programs, \*Statewide Planning

**Identifiers**—Massachusetts

This study investigated two different responses to the need to develop effective means to mobilize and improve the delivery of educational resources. The top-down approach is an effort to replace the centralized State department of education with a decentralized network of Regional Centers (RCs). The bottom-up approach is a grass roots movement by some school districts to join in Voluntary Collaboratives (VCs) to share resources and work cooperatively toward common goals. Both approaches have their strengths. A network of RCs would improve interschool communication and disperse educational innovations on regional and Statewide levels and could facilitate distribution of State and federal resources. VCs would facilitate the sharing of change strategies among cooperating districts and would be highly responsive and adaptive to the needs of individual school districts. The study concludes that both approaches are valuable and that Massachusetts should support and attempt to coordinate the concurrent development of both RCs and VCs. (JG)

**ED 098 692** EA 006 530

Lavin, Richard J. Sanders, Jean E.  
**Organizing for Improving Delivery of Educational Services in Massachusetts. Volume 2: "A Review of Educational Cooperatives and Their Various Forms."**

Merrimack Education Center, Chelmsford, Mass. Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Mar 74

Note—139p.; A related document is EA 006 529

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Bibliographies, Decentralization, Educational Administration, \*Educational Coordination, Elementary Secondary Education, Individual Instruction, Information Networks, Information Services, Interagency Cooperation, \*Interagency Coordination, \*Intermediate Administrative Units, \*Interscholastic Communication, \*Regional Cooperation, Regional Programs, Special Education

**Identifiers**—Idaho, Louisiana, Minnesota, Nebraska, New York State, Pennsylvania, Texas

This volume of the study discusses different examples of educational cooperation and includes descriptions of several specific forms of interagency cooperation that have been developed in different States. Special attention is devoted to models of educational networks, including information networks in California, Texas, and Massachusetts and networks for individually guided education in Wisconsin, Massachusetts, Texas, Ohio, and Connecticut. A separate section is devoted to intermediate administrative units, which are found in some form in all 50 States. There is a brief summary of the development of intermediate units in each State, followed by a statistical profile of their status. A matrix analysis of State legislation dealing with educational cooperatives and intermediate units is included. The volume contains an extensive bibliographic section on educational collaboration, including a listing of relevant documents in the ERIC system. (JG)

**ED 098 693** EA 006 531

Baylis, Edward T.  
**Cost Analysis for Regional Transportation System. CTR-36.**

Concord Research Corp., Bedford, Mass. Spons Agency—Massachusetts Advisory Council on Education, Boston.

Report No.—CTR-36

Pub Date 25 Apr 74

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Centralization, \*Cooperative Planning, \*Cost Effectiveness, Elementary Secondary Education, Models, Operations Research, Program Costs, \*Regional Cooperation, Regional Programs, \*Special Education, \*Student Transportation, Systems Analysis

**Identifiers**—Massachusetts

The Education Cooperative (TEC) composed of nine contiguous Massachusetts towns (Dedham, Natick, Needham, Norwood, Walpole, Wayland, Wellesley, Weston, and Westwood) is exploring the possible development of a regional transportation system to serve the special education pupils within these communities. This report describes the planning required and evaluates the potential savings of such a system. The objective of the study was to develop a model for sharing the transportation of the special education children of the nine contiguous TEC towns. Some of the general subobjectives are: to demonstrate a savings in the operation of the transportation system, to improve service quality and consistency, and to centralize transportation administration to foster continued efficiency and control. Ancillary objectives are to suggest legislation, to facilitate cooperative action among school districts, and to encourage other towns to join in undertaking cooperative enterprises. The report describes the development of a centralized office to coordinate transportation activities and to handle the data needs of those activities, presents costs analyses of the current transportation operation and of the projected regional transportation system, and presents some cost comparisons and recommendations for further action. (Author/DN)

**ED 098 694** EA 006 532

Jackson, Ronald And Others  
**A Plan for Advancing Quality and Excellence by the Organization and Management of Public Education. A Report and Recommendations.**

Massachusetts Advisory Council on Education, Boston.

Spons Agency—Massachusetts State Board of Education, Boston.

Pub Date 74

Note—204p.; A related document is EA 006 442

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

**Descriptors**—\*Career Education, \*Citizen Participation, Civil Rights, Decentralization, \*Educational Finance, Elementary Secondary Education, \*Equal Education, Integration Methods, Management Systems, Racial Integration, \*Regional Cooperation, School Redistricting, Urban Education

**Identifiers**—Massachusetts

This report presents the work of the parents, students, citizens, and educators who developed 22 practically, politically, and financially feasible recommendations whose implementation would have a broad and constructive impact on the availability, quality, and cost of educational service in Massachusetts. Recommendations deal with the establishment of regional collaboration services, expansion of school district size, consolidation and regionalization, vocational education, minority and urban issues, and educational finance. (Author/DW)

**ED 098 695** EA 006 533

Wilson, Alfred P. Smith, Vivian E.

**The Public School Principal's Function in Curriculum and Instructional Leadership as Defined by an Analysis of Periodicals 1970 through 1973. No. 74101.**

Kansas State Univ., Manhattan. Center for Extended Services.

Pub Date Apr 74

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974); Related documents are EA 006 534-540

Available from—Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Administrator Role, \*Curriculum, \*Curriculum Development, \*Educational Administration, Elementary School Curriculum, Elementary Secondary Education, High School Curriculum, \*Instruction, Instructional Improvement, Junior High Schools, Middle Schools, \*Principals

This study analyzes the content of journal articles dealing with the principalship that were published from 1970 through 1973. A content analysis research method is used to determine the principal's functions in curriculum and instructional leadership and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive,

affective, and psychomotor domains. Frequency tables present the data. The study reveals 141 separate curriculum and instructional leadership functions. (DW)

**ED 098 696** EA 006 534

Smith, Vivian E. Wilson, Alfred P.  
**The Public School Principal's Function in Personnel Guidance. No. 74102.**

Kansas State Univ., Manhattan. Center for Extended Services.

Pub Date [74]

Note—31p.; Related documents are EA 006 533-540

Available from—Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Administrator Role, \*Educational Administration, Educational Guidance, Elementary Schools, Elementary Secondary Education, \*Guidance, \*Guidance Functions, High Schools, Junior High Schools, Middle Schools, \*Principals

This study analyzes the content of journal articles and books dealing with the school principalship. The articles were listed in "Education Index" published from 1970 through 1973; the books were listed in the 1973 edition of "Books in Print." A content analysis research method is used to determine the principal's functions in personnel guidance and to indicate the similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 231 separate functions in personnel guidance. (DW)

**ED 098 697** EA 006 535

Wilson, Alfred P. Smith, Vivian E.

**The Public School Principal's Function in School-Community Relations as Defined by Content Analysis of Periodicals and Books. No. 17403.**

Kansas State Univ., Manhattan. Center for Extended Services.

Pub Date [74]

Note—19p.; Related documents are EA 006 533-540

Available from—Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Administrator Role, \*Educational Administration, Elementary Schools, Elementary Secondary Education, High Schools, Junior High Schools, Middle Schools, \*Principals, \*Public Relations, \*School Community Relationship

This study analyzes the content of journal articles and books dealing with the school principalship. The articles were listed in "Education Index" and published from 1970 through 1973; the books were listed in the 1973 "Books in Print." A content analysis research method is used to determine the principal's functions in school community relations and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 48 separate functions in school community relations. (DW)

**ED 098 698** EA 006 536

Smith, Vivian E. Wilson, Alfred P.

**The Public School Principal's Function in General Administration as Defined by Content Analysis of Periodicals and Books. No. 74104.**

Kansas State Univ., Manhattan. Center for Extended Services.

Pub Date [74]

Note—21p.; Related documents are EA 006 533-540

Available from—Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Administration, \*Educational Administration, Elementary Schools, Elementary Secondary Education, High Schools, Junior High Schools, Middle Schools, \*Principals

This study analyzes the content of journal articles and books dealing with the school principalship. The articles were listed in "Education Index"

des" and published from 1970 through 1973; the books were listed in the 1973 "Books in Print." A content analysis research method is used to determine the principal's functions in general administration and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 91 separate functions in general administrative responsibility. (DW)

**ED 098 699** EA 006 537

Smith, Vivian E. Wilson, Alfred P.

**The Principal's Function in Professional Improvement as Defined by Content Analysis of Periodicals and Books.** No. 74105.

Kansas State Univ., Manhattan. Center for Extended Services.

Pub Date [74]

Note—18p.; Related documents are EA 006 533-540

Available from—Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Administrator Role, Educational Administration, \*Educational Development, \*Educational Improvement, Elementary Schools, Elementary Secondary Education, High Schools, \*Inservice Teacher Education, \*Instructional Improvement, Junior High Schools, Middle Schools, \*Principals

This study analyzes the content of journal articles and books dealing with the school principalship. The articles were listed in the "Education Index" and published from 1970 through 1973; the books were listed in the 1973 "Books in Print." A content analysis research method is used to determine the principal's functions in professional improvement and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 49 separate functions in professional improvement. (DW)

**ED 098 700** EA 006 538

Wilson, Alfred P. Smith, Vivian E.

**The Public School Principal's Function in Evaluation as Defined by an Analysis of Periodicals and Books.** No. 74106.

Kansas State Univ., Manhattan. Center for Extended Services.

Pub Date [74]

Note—16p.; Related documents are EA 006 533-540

Available from—Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Educational Administration, Elementary Schools, Elementary Secondary Education, Evaluation, \*Evaluation Criteria, \*Evaluation Methods, High Schools, Junior High Schools, Middle Schools, \*Principals, Self Evaluation, \*Teacher Evaluation

This study analyzes the content of journal articles and books dealing with the school principalship. The articles were listed in "Education Index" and published from 1970 through 1973; the books were listed in the 1973 "Books in Print." A content analysis research method is used to determine the principal's functions in evaluation responsibility and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 53 separate functions in evaluation responsibility. (DW)

**ED 098 701** EA 006 539

Wilson, Alfred P. Smith, Vivian E.

**The Public School Principal's Function in Curriculum and Instructional Leadership as Defined by an Analysis of Books Contained in the 1973 Edition of "Books in Print."** No. 74107.

Kansas State Univ., Manhattan. Center for Extended Services.

Pub Date [74]

Note—16p.; Related documents are EA 006 533-540

Available from—Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Curriculum, \*Curriculum Development, \*Educational Administration, Elementary Schools, Elementary Secondary Education, High Schools, \*Instruction, Instructional Improvement, Junior High Schools, Middle Schools, \*Principals

This study analyzes the content of books listed in the 1973 "Books in Print" that deal with the school principalship. A content analysis research method is used to determine the principal's functions in curriculum and instructional leadership and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 46 separate functions in curriculum and instructional leadership. (DW)

**ED 098 702** EA 006 540

Smith, Vivian E., Comp. Wilson, Alfred P., Comp.

**The Principalship. A Selected Bibliography.** No. 17408.

Kansas State Univ., Manhattan. Center for Extended Services.

Pub Date 74

Note—16p.; Related documents are EA 006 533-539

Available from—Alfred P. Wilson, Holton Hall, Kansas State University, Manhattan, Kansas 66506 (\$0.50)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Bibliographies, \*Educational Administration, Elementary Schools, Elementary Secondary Education, High Schools, Junior High Schools, Middle Schools, \*Principals, \*School Administration, \*Supervision

This bibliography lists articles and books dealing with the function of public school principals at the elementary, middle, junior high, and high school levels. Only articles appearing in "Education Index" from 1970 through 1973 and books with a post 1969 copyright appearing in the 1973 "Books in Print" were selected. Key words used to locate articles in "Education Index" are: principal, elementary school administration, middle school administration, junior high school administration, high school administration, secondary school administration, senior high school administration, school administration, supervision, and management. (Author/DW)

**ED 098 703** EA 006 541

**25 Action Learning Schools.**

National Association of Secondary School Principals, Washington, D.C.

Pub Date 74

Note—44p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$3.00, Quantity discounts, payment must accompany orders)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—\*Activity Learning, Bibliographies, \*Career Education, \*Community Service Programs, \*Cooperative Education, Distributive Education, \*School Community Programs, School Community Relationship, \*Secondary Education, Service Education

This booklet discusses the growing trend toward cooperative education, or "action-learning," programs in American secondary schools. The conclusions and implications of a number of recent reports dealing with secondary education in particular and young people in general are considered, followed by a discussion of the objectives, criteria, and implementation of action-learning programs. The appendix describes the action-learning programs in each of 25 exemplary schools throughout the U. S. A short bibliography of publications relevant to the topic is included. (JG)

**ED 098 704** EA 006 542

**A Systems Approach for Allocating Educational Space.**

Florida Univ., Gainesville. Center for Community Needs Assessment.

Pub Date Jul 72

Note—37p.; Reproduced from best copy available

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Building Conversion, Computer Programs, Cost Effectiveness, \*Educational Planning, Educational Technology, Elementary Secondary Education, Facility Inventory, \*Facility Utilization Research, Flow Charts, Found Spaces, Higher Education, Input Output, \*Models, Program Budgeting, Resource Allocations, Simulation, \*Space Classification, \*Systems Approach

A computer simulation model for allocating facilities and physical space is presented as a means of optimally allocating available educational resources. The model allows the decision-maker to change specific program allocations, system parameters, and other controllable variables in order to determine the effects, both cost and utility, of these changes on the total educational system. The discussion of the approach is broken into four topic areas: (1) model overview, providing a flowchart of the space simulation model and a narrative of the design; (2) input, generally describing the data base characteristics of the system; (3) processor, describing the technical considerations that have been designed in the system; and (4) output, discussing the final product characteristics of the systems. (Author/MLF)

**ED 098 705** EA 006 543

Doob, Heather S.

**Inservice Programs for Educational Administrators and Supervisors.** An ERS Report.

Educational Research Service, Washington, D.C.

Pub Date 74

Note—66p.; A related document is EA 006 544

Available from—Educational Research Service, Inc., 1815 N. Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, payment must accompany orders of less than \$10.00)

**Document Not Available from EDRS.**

**Descriptors**—Administrative Policy, \*Administrator Education, Bibliographies, Board of Education Policy, Chief Administrators, Educational Finance, Elementary Secondary Education, Guidelines, \*Inservice Education, \*Inservice Programs, National Surveys, \*Program Descriptions, \*Program Evaluation

This report presents the results of a survey of inservice programs for administrators and supervisors in local school systems. It includes sample program descriptions, evaluation forms, and district policy statements. Data for the study was drawn from responses to a questionnaire mailed to 1,094 school systems in March 1974. Topics covered by the report include: length of experience with inservice programs, number of participants, types of programs and program organization, level and source of funding, planning and evaluation, and plans for change. (Author/JG)

**ED 098 706** EA 006 544

Doob, Heather S.

**Internship Programs in Educational Administration.** An ERS Report.

Educational Research Service, Washington, D.C.

Pub Date 74

Note—28p.

Available from—Educational Research Service, Inc., 1815 N. Fort Myer Drive, Arlington, Virginia 22209 (\$5.00, payment must accompany orders less than \$10.00)

**Document Not Available from EDRS.**

**Descriptors**—Administrative Policy, \*Administrator Education, Administrator Qualifications, Administrator Selection, \*Bibliographies, Board of Education Policy, Elementary Secondary Education, Field Experience Programs, \*Internship Programs, National Surveys, \*Program Descriptions, Trainees

This report presents the results of a survey of educational administration internship programs in local public school systems. It includes detailed descriptions of internship programs in 11 school districts throughout the U.S. and a selected bibliography of recent literature in the field. Data for the study was drawn from a questionnaire mailed to 1,094 school districts in March 1974. Topics covered by the survey include: existence of internship programs, length of experience with internship programs, eligibility for internship programs, and hiring preference for former interns. (Author/JG)

**ED 098 707** EA 006 545  
Neglected or Delinquent Children Living in State  
Operated or Supported Institutions. Fiscal Year  
1971.

National Center for Educational Statistics (D-  
HEW/OE), Washington, D.C.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.  
Pub Date 74

Note—102p.  
Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (\$1.75)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**  
**POSTAGE**

Descriptors—Corrective Institutions, Delinquents,  
\*Disadvantaged Schools, \*Disadvantaged  
Youth, Educationally Disadvantaged, \*Elemen-  
tary Secondary Education, Federal Aid, Institu-  
tional Facilities, \*Institutionalized (Persons),  
\*Institutional Schools, Residential Care, Resi-  
dential Schools, \*State Federal Aid  
Identifiers—Elementary Secondary Education Act  
Title I, ESEA Title I

This statistical report presents the results of a survey of educational services provided by State-operated institutions for delinquent and neglected children. Data was gathered from 257 institutions that received federal assistance under Title I of the Elementary and Secondary Education Act. At the time of the survey, participating institutions were providing educational services for approximately 49,000 delinquent and 5,000 neglected children. Introductory sections summarize the services provided and the Title I funds expended for education of delinquent and neglected students in the U.S., Puerto Rico, and the Virgin Islands, followed by more than 80 data tables showing participation in specific educational programs on a State-by-State basis. A copy of the complete survey form used in the data collection is included in the appendix. (JG)

**ED 098 708** EA 006 547  
The Administration of Education in New Zealand.

Ministry of Education, Wellington (New Zealand).

Pub Date Sep 73

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—\*Administrative Organization, \*Administrative Personnel, Administrator Responsibility, \*Educational Administration, \*Educational Finance, Elementary Secondary Education, Governance, \*Governing Boards, Institutional Role, Management  
Identifiers—New Zealand

This brief pamphlet describes the administrative structure of education in New Zealand. A listing of the administrative functions of the Department of Education and of the general responsibilities of the officers and descriptions of the divisions and sections of the Department are included. Brief accounts of various professional and lay governing boards are given. A general explanation of education financing concludes the document. (DW)

**ED 098 709** EA 006 548  
Public Education in New Zealand.

Ministry of Education, Wellington (New Zealand).

Pub Date 73

Note—41p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**  
**POSTAGE**

Descriptors—Academic Achievement, Citizenship, Cultural Differences, Cultural Pluralism, Democracy, Educational Assessment, \*Educational Policy, Elementary Secondary Education, \*Enrollment Trends, \*Equal Education, \*Expenditures, Higher Education, \*Individual Development, Moral Development, Policy Formation, School Demography, Technological Advancement  
Identifiers—New Zealand

Intended to stimulate public discussion on the aims and policies of New Zealand education, this background paper has three major sections. The first section discusses the role of education in relation to equal opportunity, democracy, cultural difference, national development, and personal development. In part two, graphs, tables, and text give a summary view of enrollment trends, demand for teachers, academic attainment of students, and expenditures. The concluding section

summarizes policy commitments and raises questions that bear on further developments within the system of public education. Photographs may reproduce poorly. (Author/DW)

**ED 098 710** EA 006 549  
Improving Learning and Teaching. Educational Development Conference: Report of Working Party (1973-74).

Ministry of Education, Wellington (New Zealand).

Pub Date 74

Note—279p.; A related document is EA 006 550  
**EDRS Price MF-\$0.75 HC-\$13.80 PLUS**  
**POSTAGE**

Descriptors—\*Continuous Learning, \*Curriculum, Curriculum Development, Early Childhood Education, \*Educational Assessment, \*Educational Development, Elementary Education, Equal Education, Evaluation Needs, Financial Support, Inservice Teacher Education, Program Evaluation, Research, \*School Community Relationship, Secondary Education, Teacher Education, Vocational Education  
Identifiers—New Zealand

The Working Party on Aims and Objectives reports on its reappraisal of elementary and secondary education in New Zealand. Attention is focused on four major concepts: 1) the school as a professional unit, 2) lifelong education as a continuing process beyond the formal school system, 3) continuity throughout the educational system, and 4) school community cooperation and mutual support. Within this framework, priority is placed on the continuing education of teachers, human and material resources reorganization and development, the strengthening of school-based curricula and the eliminating of national exams, and the fostering of change and innovation through research and evaluation. Specific areas of emphasis include the training of adult educators and the development of community schools, parent education and the rationalization of levels of training, the strengthening of the school as a professional unit, continuing for all teachers, courses for training officers and strengthening of vocational guidance, the establishment of a unified teaching profession, the development of school-based curricula, moral education as a planned part of the curriculum, and the strengthening of school-based assessment. The complete set of recommendations is a part of the narrative of this report. (Author/DW)

**ED 098 711** EA 006 551  
Thomas, Francis H.

A View of Man's Role and Function in a Complex System.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Department of the Army, Washington, D.C.

Pub Date Jun 68

Note—16p.; Presented at the Annual Meeting of the Alabama Psychological Association (Birmingham, Alabama, May 1968)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—\*Information Processing, Management Systems, Models, Operations Research, \*Organizational Development, \*Staff Role, \*Systems Analysis, Systems Development  
Identifiers—\*Army

In this paper the roles and functions of man in the evolution and development of two complex specific systems within the Army operational environment are discussed. It is pointed out that throughout the course of historical development, the basic system functions and objectives have remained unchanged even though the system equipments have varied. With equipment changes, man's physical functions in system operation have also changed. In predicting the effectiveness of man in a future system operational environment, an approach independent of equipment differences is required. Such an approach in which man is conceived as an information processor is described. The approach is applied to the human operator roles in manned aerial reconnaissance and surveillance and in target acquisition. (Author)

**ED 098 712** EA 006 552  
Weischad, David E.

Planning for Community Education.

Pub Date Jun 74

Note—10p.; Paper presented at Community Education Institute (Upper Montclair, New Jersey, June 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

Descriptors—Administrator Guides, Budgeting, \*Community Education, \*Community Involvement, Educational Assessment, \*Educational Planning, Elementary Secondary Education, Postsecondary Education, \*Program Design, Resource Allocations

This document describes how a local district can prepare for the implementation of the community education concept. It proposes a planning system that utilizes community involvement in assessment, goal setting, and program design. Specific implementation strategies are presented. (Author/MLF)

**ED 098 713** EA 006 553

Kerckhoff, Alan C.

An Educational Attainment Model for Great Britain.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 74

Note—32p.; Paper presented at the Annual Meeting of the American Sociological Association (Montreal, Quebec, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**  
**POSTAGE**

Descriptors—\*Academic Ability, \*Academic Achievement, Academic Standards, Admission Criteria, \*Secondary Education, Social Background, \*Social Mobility  
Identifiers—\*Great Britain

Data from a longitudinal study of a national sample of boys born in 1946 is used to test Turner's model of "sponsored" social mobility in Britain. Turner suggested that, through selection for one of several forms of secondary education, individuals are sorted into different strata that largely determine their level of attainment in later life. Analysis of the data showed that school selection did have an important effect on later attainment, although the effect became less significant as the subjects grew older. Ability was the second most important determinant of attainment and was the most important factor in secondary school selection. Social background also had a definite effect on school selection. Opportunities for further education after secondary school and the awarding of formal qualifications according to universal standards were seen as factors that tempered the effect of sponsorship in later life. (Author/JG)

**ED 098 714** EA 006 554

Kerckhoff, Alan C.

Stratification Processes and Outcomes in England and the U.S.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 74

Note—33p.; Paper presented at Eighth World Congress of Sociology (Toronto, Canada, August, 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**  
**POSTAGE**

Descriptors—\*Academic Ability, Academic Achievement, Academic Standards, \*Admission Criteria, Competitive Selection, Secondary Education, \*Social Background, \*Social Mobility, \*Social Status, Social Stratification  
Identifiers—Great Britain, United States

Using data sets from several American and British studies, this study compares the process of status attainment in the U.S. and Great Britain. The overall social mobility from generation to generation is very similar in both countries, as are the relative effects of social origin and individual ability on educational attainment and social status. Although the American educational system is more open and competitive than the British system, the qualities that lead to high levels of attainment are very much the same in both countries. These findings are interpreted in relation to Lipset's analysis of the two countries' value systems and Turner's contrast between "sponsored" and "contest" mobility patterns. It is suggested that the two countries use quite different mechanisms to bring about largely the same result. (Author/JG)

**ED 098 715**

EA 006 555

*Blackmar, Lucy Eleanor***The Social Learning Process in Theory and Practice: Some Effects of Group Structure Upon Participatory Planning and Action Explored in an Open Education Setting.**

California Univ., Los Angeles. School of Architecture and Urban Planning.

Report No.—WP-24

Pub Date Jul 73

Note—116p.; Master's Thesis, University of California at Los Angeles

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—City Planning, Ecology, \*Educational Planning, Educational Research, \*Group Structure, Junior High Schools, Masters Theses, \*Open Education, \*Participant Involvement, Peer Relationship, Race Relations, \*Socialization, Social Systems, Task Performance, Teamwork

In order to help social learning become a more operational theory, this thesis attempts to create a better understanding of the conditions conducive to effective group action in a social context. Parts one and two trace the evolution of social learning theory in education and planning. Part three attempts to identify within a practical setting -- a ten-week project to plan and develop an ecology site with eighth graders -- elements of this dual process of individual change through experience and social system change through experimentation. Part four examines the impact of group structure (size and composition) on group effectiveness in participatory planning and action. It was found that four students to one facilitator appeared to be the most consistently effective ratio for beginning groups and that heterogeneity in group composition appeared to lower group effectiveness. Other variables considered included the nature of the task activity, the role of the facilitator, time, the role of structure, expert knowledge, and consensus on goals in supporting participatory action. In part five, implications for research and action are drawn from the experience with the junior high students. (Author/MLF)

**ED 098 716**

EA 006 556

*Stone, Franklin D.***International Perspective: A Bibliography of Educational Administration.**

Pub Date Jun 74

Note—34p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Administrative Organization, \*Administrator Role, \*Bibliographies, \*Educational Administration, Elementary Secondary Education, \*Periodicals, Social Influences

Identifiers—International Bibliographies

This international bibliography in educational administration emphasizes primary and secondary education. The bibliography is limited to Australia, Canada, Great Britain, New Zealand, and the United States. (Author/DW)

**ED 098 717**

EA 006 557

*Stone, Franklin D.***International Perspective: Voluntary Organizations in Educational Administration. A Report.**

Pub Date Jun 74

Note—63p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Administrative Agencies, Directories, \*Educational Administration, \*International Organizations, \*National Organizations, \*Organization, \*Professional Associations

This report lists organizations of educational administrators and school heads existing in Australia, Canada, Great Britain, New Zealand, and the United States. Organizational purpose, kinds of membership, extent of publications, meeting practices, affiliations, and exchanges among organizations are listed when available and appropriate. (Author/DW)

**ED 098 718**

EA 006 558

*Neff, Franklin W.***Adult Attitudes Toward School Systems and School Levy Elections in a Metropolitan Area. Final Report.**

Mid-American Urban Observatory, Kansas City, Mo.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—PB-234-708

Pub Date Jun 72

Note—32p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (order No. PB-234-708; MF-\$2.25, HC-\$4.75)

**Document Not Available from EDRS.**

Descriptors—\*Community Attitudes, \*Community Surveys, \*Education, Educational Finance, \*Public Opinion, School Attitudes, \*School Budget Elections, School Support, Voting

Identifiers—\*Kansas City, Missouri

Kansas City residents were questioned about their attitudes toward education, the school district, schools in their neighborhood, educational expenditures, and voter behavior. Some comparative conclusions were drawn based on responses of people outside the Kansas City, Missouri School District; data from this survey was also compared with a 1970 citizen attitude survey. (NTIS)

**ED 098 719**

EA 006 559

*Zeigler, Harmon***The State of School Governance.**

Pub Date Apr 74

Note—19p.; Paper presented at the Annual Convention of the National School Boards Association (34th, Houston, Texas, April 6-9, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Board of Education Policy, \*Boards of Education, \*Community Control, Democratic Values, Educational Change, Elementary Secondary Education, \*Governance, Political Attitudes, Political Influences, Political Power, \*Public School Systems, \*School Superintendents

Even though public school districts are structured with the expectation of responsive governance, most school boards are not particularly responsive to their constituents. School boards from politically contentious districts tend to be more responsive, but they have even less success challenging the dominance of the superintendent than do less responsive school boards. To make schools truly responsive, some means will have to be found to offset the dominance that results from the specialized knowledge and expertise of the superintendent. There is some evidence that schools are gradually becoming more politicized and less isolated from their constituents, but it is doubtful that the educational content or achievements of "responsive" schools would differ markedly from unresponsive schools. Even so, as long as people are committed to maintaining the trappings of democracy in education, the realities of democracy should be achieved; school boards should either govern or be abolished. (Author/JG)

**ED 098 720**

EA 006 560

*Ascheim, Skip And Others***Alternative Schools: A Practical Manual. Revised.**

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 73

Note—121p.

Available from—Center for Law and Education, Larsen Hall, 14 Appian Way, Cambridge, Massachusetts 02138 (\$3.50)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Accreditation (Institutions), \*Alternative Schools, Attendance, Bookkeeping, Certification, Directories, \*Educational Economics, \*Educational Innovation, Elementary Secondary Education, \*Federal Aid, Graduation Requirements, Insurance Programs, Safety, School Buildings, School Buses, Standards, State Aid, \*State Standards, Teacher Qualifications

Identifiers—Massachusetts

This manual is a practical guide based on school experiences and legal requirements in Massachusetts. It is intended to help alternative schools get off the ground and to stay out of trouble with State and local authorities. Some brief sketches of four alternative schools are presented to indicate alternatives that already exist. Sections summarize State law on specific subjects, school committee and board of education practices, and some of the experiences of existing alternative schools. A section on the economics of alternative schools discusses private assistance, State aid, federal aid, information on qualifying for grants, and persons to contact. Sections on

bookkeeping, incorporation, and taxation discuss procedures to be followed to retain tax-exempt status, prevent questioning of the validity of the corporation, and protect against charges of misuse of funds. The final sections contain directories of alternative schools in Massachusetts, source of help, and sample forms. (Author/MLF)

**ED 098 721**

EA 006 561

**A Comparison of Interaction Patterns in an Open Space and a Fixed Plan School. Final Report.**

Montgomery County School System, Christianburg, Va.; Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [73]

Note—60p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Architectural Research, \*Comparative Analysis, Design Needs, Elementary Education, Environmental Criteria, \*Environmental Research, Facility Requirements, Grade 1, Grade 4, \*Interaction Process Analysis, \*Open Plan Schools, Physical Environment, Space Classification, \*Traditional Schools, Use Studies, Video Tape Recordings

This study investigates interaction patterns that occur in an open plan and in a traditional plan school. The objectives of the study were: (1) to investigate some interaction patterns among members of the school populations, (2) to investigate some interaction patterns between the school population and the available physical resources, (3) to investigate the physical systems as a background to the educational environment, and (4) to organize information to be used in developing design criteria for educational facilities. Two public elementary schools, matched for educational philosophy, available resources, budget, and demographic description, were selected for the study. Data were taken from discrete time sample viewing of remote-controlled videotape recordings made simultaneously in the schools, controlling for subject, time of day, and day of week. Videotape information was supplemented by informal interviews, observations, and measures of the physical environmental systems. The results suggest three general conclusions: (1) the open plan design appears to facilitate the interaction patterns of the schools' philosophy better than the fixed plan, (2) there is more use of the available physical resources in the open plan school, and (3) first grade and fourth grade interaction patterns may necessitate different design requirements. Photographs may reproduce poorly. (Author/MLF)

**ED 098 722**

EA 006 563

*Coon, George And Others***The Role of a Community Committee in an Early Childhood Project.**

Oakland Univ., Rochester, Mich. School of Education.

Pub Date [74]

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Advisory Committees, \*Community Involvement, Decision Making, \*Early Childhood Education, Higher Education, Policy Formation, \*Program Development, \*School Community Cooperation, \*State Universities, Teacher Education

This paper describes how the Oakland University Early Childhood Project developed a technique for community participation in a university program. Using a federal planning grant, a committee of community and professional members representing a variety of economic backgrounds and ethnic groups was formed. The interaction of the professional and community members in planning the program and in selecting the practicum site and the program participants is credited with improving the university's ability to deliver a service to the community, improving numerous aspects of the training program, and developing an alliance between one segment of the university community and the constituency the university serves. (Author/MLF)

**ED 098 723**

EA 006 564

*Westfeld, Albert Weymar, Caroline S.***Goals for Elementary and Secondary Public Schools in New Jersey: A Survey Among New Jersey Residents. A Research Report.**

Opinion Research Corp., Princeton, N.J.

Spans Agency—New Jersey School Boards Association, Trenton.; New Jersey State Dept. of Education, Trenton.

Pub Date Feb 72

Note—147p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Attitudes, Educational Assessment, Educational Improvement, \*Educational Needs, \*Educational Objectives, \*Educational Quality, Elementary Secondary Education, Field Interviews, Futures (of Society), Questionnaires, School Community Relationship, Secondary Schools, \*State Surveys, Surveys, \*Tables (Data)

Identifiers—Elementary - Secondary Educatn, \*New Jersey

The survey results presented in this report are based on personal interviews with a probability sample of 1,000 New Jersey residents, age 16 and over, a separate subsample of 105 Spanish-speaking residents, and an additional sample of 225 persons who have had broad exposure to those who have been or are being educated in New Jersey's elementary and secondary schools. Some of the objectives of the survey were: to determine what the general public in the State believes are the proper goals for education and what it holds to be relative priorities among these goals; to measure the level of satisfaction with the current state of public education in New Jersey; and to attempt to learn the strengths, weaknesses, and accomplishments of those who are products of the elementary and secondary schools of the State. (Author/WM)

ED 098 724 EA 006 565

Garber, Leonard Tobin, Michael F. Selected Educational Practices in Connecticut Public Schools, 1974-75.

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

Pub Date Nov 74

Note—88p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Educational Innovation, Educational Methods, \*Educational Practice, Educational Programs, \*Educational Trends, \*Elementary Education, \*Elementary Secondary Education, Junior High Schools, Middle Schools, \*School Surveys, \*Secondary Education

This report presents data gathered in a survey of educational programs and practices used in Connecticut public schools during the 1974-75 school year. School principals were asked to indicate which of a selected list of programs were in operation in their school. Responses do not indicate the extent of program involvement, merely whether a particular program was operating to some degree within the schools. Data is listed alphabetically by city name and, within each city, by school name. A separate index lists the cities in which each particular program may be found. All listings are divided into two major sections, one for elementary schools and one for middle schools and junior and senior high schools. The survey for elementary schools listed 18 items, including the use of teacher aides or tutors, individually guided instruction, and differentiated staffing. For postelementary schools, the survey examined 21 topics, including career education, follow-up of former students, modular scheduling, and student involvement in school administration and curriculum development. (JG)

ED 098 725 EA 006 566

Growing Places. A Manual on the Planting and Care of Places that Grow, in which Children Can.

Schoolworks, Inc., New York, N.Y.

Pub Date [74]

Note—20p.

Available from—Schoolworks, 222 East 89th Street, New York, New York 10028 (\$1.00, check or money order)

Document Not Available from EDRS.

Descriptors—\*Architectural Elements, \*Classroom Furniture, Classroom Materials, Consultants, \*Creative Expression, Day Care Services, Designers, Design Needs, Elementary Education, Environmental Influences, Innovation, Instructional Materials, \*Interior Design, Newspapers, \*School Environment, Toys

A manual in newspaper format, this is a portfolio/resume of a non-profit group's activities in making places and things for children. It includes

stories of projects, experiences with children, ideas to share, the history of the group, and useful information about creating furniture, toys, and textured interiors and environments that encourage the varied and spontaneous interactions that accompany learning. (Author/MLF)

ED 098 726 EA 006 567

Gaydos, Irvin A. Survey of New Jersey Public School Districts Using Data Processing Equipment.

New Jersey State Dept. of Education, Trenton. Office of Research Information.

Pub Date Apr 73

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Computer Oriented Programs, Computers, Computer Storage Devices, Data Processing, \*Electronic Data Processing, Equipment, \*Equipment Utilization, Questionnaires, School Districts, \*State Surveys, Surveys, \*Tables (Data)

Identifiers—\*New Jersey

This report contains data regarding the status of automatic data processing services in New Jersey's 581 operating public school districts during the spring of 1973. The survey was conducted through the use of a questionnaire that was developed in cooperation with the New Jersey Association for Educational Data Systems. It presents data in a tabular form with broad interpretations and assumptions relative to automatic data processing in the State's public school districts. The data reported in this publication include: the number of user districts, the number of students enrolled, equipment characteristics, equipment utilization, personnel employed, costs, and future plans. (Author)

ED 098 727 EA 006 568

Miller, Elmo E. The Development of a Response Taxonomy. Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-32-69

Pub Date Oct 69

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (77th, Washington, D.C., August 31-September 4, 1969)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Development, Developmental Programs, Developmental Tasks, \*Job Training, Psychomotor Skills, Response Mode, \*Task Analysis, \*Taxonomy, Teaching Methods, \*Training Techniques

Identifiers—Procedural Tasks, Reactive Tasks

A taxonomy of response processes has been developed to facilitate the designing of training programs; each kind of task presumably would require a different set of training methods for greatest efficiency, so classifying a task would be part of determining which methods to use. A pool of response distinctions was collected, with special attention to those commonly made in training practice. A large number of training strategies were also collected and organized into a classification scheme. The two taxonomies were then systematically interrelated to further their development and application. (Author)

ED 098 728 EA 006 569

Cogan, Eugene A. Decisions about Data Collection Strategies. Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-23-69

Pub Date Jun 69

Note—17p.; Paper presented at U.S. Army Operations Research (8th, Durham, North Carolina, 1969)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Data Collection, \*Decision Making Skills, \*Information Seeking, Mathematical Applications, \*Operations Research, Research, Research Methodology, Research Tools, \*Systems Analysis, Systems Approach

Identifiers—\*Strategies

"Pure" academic research rules on data collection do not apply directly to operations research (OR). OR data collection should be viewed in terms of objective, cost, and effectiveness. For the model formulation objective, proper data strategies emphasize multiple views of the operat-

ing system to identify the "relatedness" to be depicted. For the objective of estimating parameters or testing predictions, bias, precision, and level of confidence of results are effectiveness concepts to be balanced against cost. Decision and utility theory, sensitivity analysis, and sequential analysis apply or OR data collection strategies and employ operational parameters to define data needed and, hence, minimize costs. (Author)

ED 098 729 EA 006 573

Waite, Linda J.

Educational Attainment in the United States: March 1973 and 1974: Population Characteristics. Current Population Reports.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No.—Ser-P-20-274

Pub Date Dec 74

Note—77p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, and U.S. Department of Commerce, district offices (Series P-20, No. 274, \$1.55)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Academic Achievement, \*Census Figures, \*Demography, \*Educational Trends, Elementary Secondary Education, Higher Education, National Surveys, Population Trends, \*Statistical Data

This report contains data on the years of schooling completed by persons who were 14 years old and over in March 1974. Statistical tables show data on years of schooling completed by sex, age, and race; for persons of Spanish origin; and for persons of metropolitan and non-metropolitan residence. The survey results for 1974 are presented in historical perspective and the trends are analyzed. The publication also examines the relationship between occupations and educational attainment, the trends in college attendance, and the relation between age and educational attainment. Tables may reproduce poorly. (Author/DN)

ED 098 730 EA 006 574

Dexter, Arthur

Environmental Hazards and Systems Schools. Technical Report No. 81.

Defense Civil Preparedness Agency (DOD), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Tennessee Univ., Knoxville. School Planning Lab.

Pub Date Nov 73

Note—27p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Building Plans, Civil Defense, \*Construction (Process), Cost Effectiveness, Elementary Secondary Education, \*Emergency Programs, Facility Requirements, \*School Design, School Planning, \*School Safety, \*Systems Approach

The purpose of this study was to ascertain the feasibility of incorporating certain protective concepts into selected systems-constructed schools. These concepts were to be incorporated at a minimal cost increase, with minimal sacrifice of amenities, and with no detrimental effect on facility configuration. The environmental hazards taken into consideration were earthquakes, tornadoes, hurricanes, and noise. The five schools selected for analysis are currently in use. The design changes are offered as suggestions that might be incorporated into future designs in order to better protect the inhabitants of the facility. Photographs may reproduce poorly. (Author/MLF)

ED 098 731 EA 006 576

Dorfman, William

Projects, Products, and Services of the National Center for Education Statistics, 1974.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—75-205

Pub Date 74

Note—112p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no. 75-205, \$1.75)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Adult Education, Elementary Secondary Education, Enrollment Trends,

Higher Education, Information Dissemination, Library Surveys, \*School Statistics, \*School Surveys, \*State Surveys, \*Statistical Analysis, \*Statistical Data, Statistical Studies, Statistical Surveys

Identifiers—National Center for Educational Statistics

The National Center for Education Statistics was established to develop and provide comprehensive statistics about education in the United States. Conducting and publishing specialized analyses, reviewing and reporting of educational activities in foreign countries, and providing assistance to State and local education agencies in improving their statistical activities are among its duties. The overview and descriptions of user projects included in this report are listed by major program areas: recurring surveys and reports for libraries and for elementary, secondary, higher, and adult and vocational education; dissemination services and publications; standard terminology projects and publications; and development projects. Each project summary contains a description, purpose and use, and publications section. Typically, the surveys listed provide benchmark data for planning, evaluation, and policymaking in educational decisionmaking. (Author/DW)

ED 098 732 88 EA 006 577

Walder, Leopold O. And Others

**Training Center for Open-Space Schools, Public Schools of the District of Columbia. ESEA Title III Project: Follow Up Evaluation of Cycles I through VI and Summer Cycle 1974. Final Evaluation Report.**

Behavior Service Consultants, Inc., Greenbelt, Md.; District of Columbia Public Schools, Washington, D.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Aug 74

Note—164p.; A related document is ED 084 711

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

POSTAGE

Descriptors—\*Educational Assessment, Elementary Education, Inservice Teacher Education, \*Open Plan Schools, Professional Training, \*Program Evaluation, \*Teacher Education, Training Objectives

Identifiers—District of Columbia, Elementary Secondary Education Act Title III, ESEA Title III

This final evaluation report of two ESEA Title III projects conducted by the Training Center for Open-Space Schools, District of Columbia, contains detailed descriptions of the projects' evaluation design, evaluation methods, results, conclusions, and recommendations. Continued on-site training, freedom of choice for teachers, and human relations training are emphasized in the recommendations. Tables of data and examples of data-gathering forms are appended. Some charts may reproduce poorly. (DW)

ED 098 733 80 EA 006 580

McMickle, Peter L. Elrod, Gene

**Auditing Public Education. Current Status and Future Potential.**

Alabama State Dept. of Education, Montgomery. Div. of Administration and Finance.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of State Assistance.

Pub Date 74

Note—271p.

Available from—The AIDE Project, 304 Dexter Ave., Montgomery, Alabama 36104 (\$6.50)

EDRS Price MF-\$0.75 HC-\$12.60 PLUS

POSTAGE

Descriptors—Administrator Guides, \*Educational Accountability, Educational Administration, \*Educational Assessment, \*Educational Finance, Elementary Secondary Education, \*Financial Policy, Financial Services, Program Evaluation, \*School Accounting, School Districts, State Departments of Education

Identifiers—AIDE, Auditing to Improve Departments of Education, Audits, Elementary Secondary Education Act Title V, ESEA Title V, \*Financial Audits

This book examines the audit and accountability environment of public education. It provides the reader with an assessment of the current

status and future potential of audits of State and local education agencies (SEAs/LEAs) and makes suggestions and recommendations for both auditors and educators. An in-depth review of the development of contemporary auditing provides background on how and why auditing has been changing. A Conceptual framework that identifies important audit concepts is developed and the proper approaches to the conduct of contemporary auditing is discussed. The volume identifies and discusses the auditing agencies that are members of the SEA/LEA Audit Network and presents the findings of The Auditing to Improve Departments of Education (AIDE) Project. The final chapter discusses future directions of SEA/LEA auditing, including specific recommendations of The AIDE Project. The book is principally addressed to educational managers and auditors. (Author/DN)

ED 098 734 EA 006 594

Henrie, Samuel N., Ed.

**A Sourcebook of Elementary Curricula Programs and Projects.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—493p.; A related document is EA 006 595

Available from—Docent Corporation, 430 Manville Road, Pleasantville, New York 10570

(\$9.95 for Sourcebook only; \$12.40 for Source book and Directory)

Document Not Available from EDRS.

Descriptors—Aesthetic Education, Bilingual Education, Career Education, \*Curriculum Development, Early Childhood Education, Elementary Education, Environmental Education, Ethnic Studies, Health Education, \*Instructional Systems, Language Arts, Mathematics Education, Reading, \*Resource Materials, Science Education, Social Studies, \*Teacher Education, \*Teaching Models

Identifiers—Far West Laboratory

Designed for teachers, students, parents, curriculum specialists, administrators, school board members, and community representatives, this guide includes a selected sample of curricula, training programs, model projects, and resources in elementary education. Organized alphabetically by subject area and using an outline format, information on subjects such as target audience, content evaluation, project goals, length of use, unit sequencing, instructional method, teacher's role and training, and program evaluation are provided for each entry. Subject matter areas cover the traditional elementary school subjects as well as recently developed subjects such as affective education and environmental education. Priority is given to those projects that have been established with performance objectives and have been field tested. The final section lists resources to extend the reader's search beyond the entries in the first three sections. (Author/DW)

ED 098 735 EA 006 595

**Directory to ALERT Sourcebook.**

Far West Lab. for Educational Research and Development, San Francisco, Calif. Information/Utilization Div.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Note—122p.; To accompany the ALERT Sourcebook of Elementary Curricula, Programs, and Projects; A related document is EA 006 594

Available from—Docent Corporation, 430 Manville Road, Pleasantville, New York 10570 (Not available separately, only in addition to the Sourcebook, \$12.40 for both volumes)

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—\*Curriculum Development, \*Directories, Elementary Education, Elementary School Curriculum, \*Information Sources, \*Instructional Systems, Teacher Education, \*Teaching Models

Identifiers—Far West Laboratory

This directory, a companion to ALERT Sourcebook of Elementary Curricula, Programs, and Projects, provides a list of schools that are currently using the various Sourcebook programs and that are willing to receive visitors or answer inquiries. This list is not comprehensive but is

geographically representative. Organized by subject matter, the programs are listed alphabetically with no evaluative intent or implication. (Author/DW)

## EC

ED 098 736

EC 070 294

Gorelick, Molly C.

**Are Preschools Willing to Integrate Children with Handicaps? Careers in Integrated Early Childhood Programs.**

California State Univ., Northridge. Preschool Lab.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [73]

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Exceptional Child Research, \*Handicapped Children, Normalization (Handicapped), \*Preschool Education, \*Regular Class Placement, \*Surveys

A questionnaire was sent to 230 private nursery schools in Northwest Los Angeles County to determine the schools' willingness to enroll children with handicaps. Of the 72 schools that responded, 60 were agreeable to having children with handicaps referred to them, 27 had children presently attending with physical handicaps, and 17 had children with mental handicaps. Reasons cited for not accepting handicapped children were lack of trained staff (29 schools), inappropriate facilities (15), and lack of appropriate license (10 schools). Respondents were most willing to accept partially deaf children and least willing to accept severely mentally children. (LS)

ED 098 737

EC 070 295

Gorelick, Molly C.

**Predicting Preschoolers' Activity Choices. Careers in Integrated Early Childhood Programs.**

California State Univ., Northridge. Preschool Lab.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [73]

Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Childhood Attitudes, \*Class Activities, Exceptional Child Research, \*Gifted, \*Individual Activities, \*Mentally Handicapped, Prediction, Teachers

A study was undertaken with 64 children (3 to 5 years of age) whose IQs ranged from 50 to 150 to determine what learning center activities preschool children would choose when teachers were not present and to determine how accurately teachers would predict their students' choices. Activity areas to which the Ss went were recorded on video tape and by teachers and observers behind a one-way mirror. Before the children entered the room, teachers had recorded predictions as to the number of male and female children who would be at a particular learning center at specified time intervals. Results are being analyzed. (LS)

ED 098 738

EC 070 297

Tawney, James W. Schedig, Robert

**Operant Technology Applied to the Development of Teaching Environments for Children with Severe Developmental Retardation.**

Kentucky Univ., Lexington.

Pub Date Apr 74

Note—24p.; Best available copy; Paper presented at the Mexican Congress of Behavior Analysis (Xalapa, Mexico, April 1974)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Classroom Arrangement, Curriculum Development, \*Custodial Mentally Handicapped, \*Educational Technology, \*Exceptional Child Education, Mentally Handicapped, \*Operant Conditioning, Program Descriptions, \*Programmed Instruction, Sequential Learning, \*Severely Handicapped, Task Performance, Teaching Methods

The authors describe an electronically programmed learning environment for early education of children with severe developmental retardation which is designed to demonstrate that such chil-

children can learn when instructional variables are clearly specified and controlled. Discussed are behavioral characteristics of severely retarded children (such as little or no vocal behavior); the layout of a programmed environment classroom; the design of an automated curriculum (conceived as a common set of sequential and increasingly more complex tasks that become learner specific when performance data direct the programmer to initiate an appropriate program revision strategy); the general training sequence (involving tasks such as group and pull motions); the performance of a 9-year-old child on a two-choice visual discrimination task, and the functions of the point-touch-press response in other nonautomated teacher activities and environments. Appended are diagrams of the programmed environment project's learning environment, automated control system, and of the general training sequence for the automated curriculum. (LS)

**ED 098 739** EC 070 324  
**Demonstration Model: Garden City [Michigan]**  
**Resource Room-Helping Teacher Team. For**  
**School Year 1972-73.**  
 Garden City Public Schools, Mich.  
 Pub Date [73]  
 Note—51p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**  
**POSTAGE**

**Descriptors**—\*Demonstration Projects, Educational Objectives, Elementary Education, \*Emotionally Disturbed, \*Exceptional Child Education, Interdisciplinary Approach, \*Learning Disabilities, Parent School Relationship, Program Descriptions, Program Evaluation, Program Planning, Public Schools, Resource Teachers, Secondary Education, Staff Role, \*Team Teaching

Described is a multidisciplinary team approach to helping elementary and secondary students with learning or emotional problems to achieve educationally and socially. Resource room teachers and special education consultants, functioning as part of the full-time team in each school, work with the regular classroom teacher to meet student needs for academic assistance and therapeutic support on a regular daily basis. Student characteristics (in areas of verbal skills, self-concept, emotional adjustment, reading, perceptual-motor skills, behavior, academics, general learning, and school attitudes) and program goals (including individualized instruction, crisis intervention, job counseling and placement) are identified. Data are provided to delineate the flow of service delivery, the classroom teacher's role, determination of time schedules, and procedures for screening/staffing, placement, and program evaluation. Program principles are clarified, and key literature pertinent to program building is reviewed. Role descriptions are given for resource and helping teachers, principals, secondary school counselors, the supervisor of special education, the director of special services, psychologists, school workers, and consulting psychiatrists. Steps for involving parents in special services programs and the inservice program for the resource room-helping teacher team are elaborated. Also discussed are facilities and costs and types of report forms used. A bibliography of pertinent literature is included. (LH)

**ED 098 740** EC 070 325  
**Cone, John D. And Others**  
**Training Behavior Modifiers: Videotape Self-**  
**Monitoring Versus Remote Auditory Prompting.**  
 Draft.  
 Note—21p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—Aural Stimuli, \*Behavior Change, \*Exceptional Child Research, Institutionalized (Persons), \*Institutional Personnel, \*Mentally Handicapped, Performance Factors, \*Training Techniques, Video Tape Recordings

The separate and comparative effectiveness of two procedures, remote auditory prompting (RAP) and videotape self-monitoring (VSM), for training 14 adult aides to use behavior modification with institutionalized retarded children were examined. A two-group, multiple baseline design with baseline, training, and followup phases was employed with seven different trainee behaviors (commanding, physical prompting, general verbal praising, touch reinforcing, materially reinforcing, specific verbal praising, and timing out). Remote auditory prompting was accompanied by in-

creases in five of these behaviors. Increases in three behaviors and a decrease in one behavior occurred when the videotape self-monitoring procedure was used. Overall, increases were greater using the RAP procedure. Retention of training phase levels during three followup sessions was comparable for both RAP and VSM. A second study yielded similar results. (Author/LH)

**ED 098 741** EC 070 326  
**A Special Education Management System: ESEA**  
**Title III, Project No. 1328. Final Project Re-**  
**port.**

Santa Cruz County Superintendent of Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73  
 Note—67p.; For related documents see ED 083 765-768

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**  
**POSTAGE**

**Descriptors**—\*Administration, Behavioral Objectives, \*Behavior Rating Scales, Emotionally Disturbed, \*Exceptional Child Education, \*Handicapped Children, Inservice Teacher Education, Parent School Relationship, Physically Handicapped, Program Budgeting, \*Program Evaluation, Program Planning, Questionnaires, Student Evaluation

**Identifiers**—Santa Cruz

Presented is the final report on a 3-year project sponsored by the Santa Cruz County, California Office of Education to develop a pupil assessment instrument listing behavioral characteristics of physically exceptional children (K-12) and to implement a program management system to serve 1,200 mentally retarded, educationally handicapped (seriously emotionally disturbed), and physically exceptional (hard of hearing, deaf, speech impaired, visually handicapped, and crippled) students in Santa Cruz and other California counties. Included in the final report are data on such topics as staff development; extent of participation; and project products, such as teacher guides, Behavioral Characteristics Progression (BCP) questionnaires, the Task Base Composite (TBC) program assessment and planning tool, and four project reports. Other topics covered include needs assessment, organizational details, parent/community involvement, choosing and describing program participants, presenting and analyzing data, and project objectives and findings. Such findings as the following were reported: that the TBC chart required revision into a linear sequence of tasks beginning with pupil entry and ending with pupil exit from the program, and that the BCP was fully implemented in all programs for exceptional children and adults. Also provided is an expenditure report, an equipment inventory, a description of project phases and per pupil costs, and a reimbursement claim. (LH)

**ED 098 742** EC 070 370  
**Caster, Jerry A. Grimes, Jeff**  
**Current Issues in Mental Retardation: Psycholo-**  
**gists' Regional In-Service Meeting.**

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date Feb 74  
 Note—46p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**  
**POSTAGE**

**Descriptors**—\*Classification, Court Cases, Definitions, Educational Diagnosis, Educational Programs, \*Educational Trends, Equal Education, \*Exceptional Child Education, \*Mentally Handicapped, Models, Role Perception, \*School Psychologists, State Programs

**Identifiers**—Cascade System of Special Educational Services, Iowa

Written for Iowa's school psychologists, the report examines current issues in mental retardation including the problem of definition, court actions affecting the schools, and trends in educational programming, evaluation, and diagnosis. Considered are reasons why mental retardation is difficult to define (such as the lack of an acceptable definition of intelligence), historical changes in the definition, and the differences between the 1961 and 1973 American Association on Mental Deficiency (AAMD) definitions. Iowa's current use of the 1961 AAMD definition is discussed. Recent court decisions on due process and service to low functioning children are reviewed as they affect school psychologists. Discussion of

educational programming focuses implications of the trend toward the Cascade System of Special Educational Services (a continuum of instructional levels to meet the educational needs of children regardless of traditional labels); on the desirability of mainstreaming; and a special class curriculum and instruction. Effects of the Cascade System and the team approach on the school psychologist's role in identification, evaluation, and diagnosis, and a model process for making intervention decisions are examined. The author suggests that school psychologists become leaders and catalysts in changing professional practices in the education of mentally handicapped children. Listed and described are statewide health, education, and welfare services for the mentally handicapped available in Iowa. (LS)

**ED 098 743** 88 EC 070 371  
**Service Center for Handicapped Children. Incentive**  
**Grant Report: ESEA Title III.**

California State Dept. of Education, Sacramento. Bureau of Program Planning and Development; Shasta County Superintendent of Schools, Redding, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 29 Jun 73

Note—89p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**  
**POSTAGE**

**Descriptors**—Behavior Change, Community Role, \*Community Services, Diagnostic Teaching, Educational Diagnosis, Ethnic Groups, Exceptional Child Services, Handicapped Children, Identification, \*Interagency Cooperation, Medical Evaluation, \*Multiply Handicapped, Parent Role, \*Pilot Projects, Program Descriptions, \*Rural Areas, Students, Teacher Role  
**Identifiers**—Shasta County California

Reported is a 4-year project which resulted in a model service center for handicapped children, emphasizing the identification of handicapped students (18 months-adult) lacking adequate services; provision of multidisciplinary task force of specialized personnel to diagnose, prescribe, and instruct students, parents, and teachers; assistance to teachers in developing behavior modification and analysis skills; and organization of community service efforts into constructive programs to aid multihandicapped students whose school progress was impeded by diverse physical/medical, social/behavioral, and cognitive/educational factors. The project covered isolated rural areas in six Northern California counties and served Negro, American Indian, and Spanish groups whose members evidenced more than eight handicapping conditions (such as mental retardation, deafness, and physical handicaps). Included in the report is information about staff development, project products, budget, and possibilities for potential adaptation/adoption of the program by other communities. Such issues as parent-community involvement, the nature of the communities served in terms of social isolation, cultural deprivation, attitudes toward cognitive problems, and frequency of migration, and design and implementation of adequate interventions are discussed. The report contains an article which summarizes the project and presents a model for identification, diagnosis, and management of the problem student in the rural school setting. (LH)

**ED 098 744** EC 070 465  
**Thomas, Stanley B.**  
**Citizens and Handicaps.**

Pub Date 13 Nov 74

Note—10p.; Keynote Address at the National Easter Seal Society (San Antonio, Texas, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**  
**POSTAGE**

**Descriptors**—\*Citizenship, \*Civil Rights, Equal Education, \*Exceptional Child Services, Goal Orientation, \*Government Role, \*Handicapped Children, Social Services

In a speech delivered at the National Easter Seal Society's Annual Convention (1974), the author discusses progress toward full citizenship for the handicapped focusing on the roles of the Department of Health, Education, and Welfare (DHEW) and the Office for the Handicapped, Constitutional guarantees of equal rights for all citizens, and national goals for services to the handicapped in the 1970's. The Office for the Handicapped is seen to have five functions, the

primary function being coordination of the various DHEW programs for the handicapped. The author considers the plight of persons in public institutions for the mentally retarded as a violation of the Eighth Amendment's guarantee against "cruel and unusual punishment," and he considers the exclusion of handicapped children from free public education as a violation of the Fourteenth Amendment. Identified are eight objectives leading to the goal of citizenship for all handicapped Americans, such as the enactment and implementation of comprehensive, inexpensive health care services for all. (LS)

**ED 098 745** EC 070 466  
1968-1969 Yearly Report of the Consulting Teacher Program: Volume I.

Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [69]

Note—46p.; For related documents, see EC 070 467-472

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Annual Reports, \*Behavior Change, Consultants, \*Cost Effectiveness, Elementary Education, Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, Normalization (Handicapped), \*Operant Conditioning, Program Descriptions, \*Regular Class Placement, Reinforcement Identifiers—Vermont

Reported is the 1968-69 school year of Vermont's Consulting Teacher Program (Burlington) during which eight regular elementary school teachers successfully completed the first half of an inservice program in behavior modification, programing, consulting, and research skills; and provided special educational services for 50 handicapped learners in regular classrooms. The report explains the program's rationale (focusing on potential advantages of regular class placement of handicapped learners and on estimated costs of special class and consulting teacher approaches) and methods (including behavior theory, service and research activities, teacher preparation, and dissemination of skills and knowledge). The summary of program results, in which program projections are compared with actual accomplishments, indicates that participating teachers developed methods to measure educational deficits of handicapped children on a daily basis, that measured educational deficits were ameliorated through applications of behavior modification principles, and that the effectiveness of such application was researched through functional analyses of behavior. (GW)

**ED 098 746** EC 070 467  
1969-1970 Yearly Report: Consulting Teacher Program: Burlington School District.

Burlington School District, Vt.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [70]

Note—35p.; For related documents, see EC 070 466-472

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Annual Reports, \*Behavior Change, \*Consultants, Elementary Education, Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, Normalization (Handicapped), Operant Conditioning, Program Descriptions, \*Regular Class Placement, Reinforcement Identifiers—Vermont

Reported is the 1969-70 school year of Vermont's Consulting Teacher Program (Burlington) during which two consulting teachers-in-training assisted 16 teachers and four aides in providing special educational services for 27 handicapped learners enrolled in regular elementary classrooms and two handicapped learners in special classes. The report documents service and research activities (including release of teachers-in-training from regular duties 2 days/week and followup study of nine children served in 1968-69); teacher preparation which involved both course work and practicum experiences; parent

involvement; curriculum development; a summer research and development program; and dissemination activities such as presentation of consultant teacher projects at the first annual convention for behavioral educators. Activities of consulting teachers-in-training are described as including obtaining daily measures of educational and social deficits of handicapped learners which were ameliorated through applications of behavior modification principles; and providing interested parents with opportunities for home management projects. Appendixes include samples of service/research, teacher aide, junior student, and home projects. (GW)

**ED 098 747** EC 070 468  
1970-1971 Yearly Report: Consulting Teacher Program: Burlington School District.

Burlington School District, Vt.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]

Note—45p.; For related documents, see EC 070 466-472

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Annual Reports, \*Behavior Change, \*Consultants, Elementary Education, Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, Normalization (Handicapped), Operant Conditioning, \*Program Descriptions, \*Regular Class Placement, Reinforcement Identifiers—Vermont

Reported is the 1970-71 school year of Vermont's Consulting Teacher Program (Burlington) during which one consulting teacher, one consulting teacher intern, and one consulting teacher-in-training assisted 37 teachers and three aides in providing special educational services for 79 students in regular elementary classrooms and two students in special classes. The report examines service and research activities such as (consultation with district teachers, an accredited course for district teachers, a fall workshop, and followup of two students served in 1969-70); teacher preparation (involving two inservice workshops, accredited course work and practicum experience in classroom application of behavior modification principles); parent involvement; and dissemination activities. The appendix contains sample service/research projects in which participating teachers describe particular students, behaviors which the teacher desired to change, teaching/learning methods and materials, baseline and contingency data, and results. (GW)

**ED 098 748** EC 070 469  
Cleveland, Marilyn. And Others

The 1969-1970 Report of the Consulting Teacher Program in the Chittenden Central School District.

Chittenden Central School District, Essex Junction, Vt.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [70]

Note—45p.; For related documents, see EC 070 466-472

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Behavior Change, \*Consultants, Elementary Education, Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, Operant Conditioning, \*Parent Education, Program Descriptions, \*Regular Class Placement, Reinforcement Identifiers—Vermont

Reported is the 1969-70 school year of Vermont's Consulting Teacher Program (Chittenden Central) during which consultants assisted 29 elementary school teachers in providing special educational services to 109 students, of whom the majority were placed in regular classrooms. Program services are described as encompassing direct consultation, weekly workshops for classroom teachers, parent conferences, and provision of special learning materials to all program participants. Included are reports of parent and teacher projects which focused on such topics as increased attending behavior of a first grade girl;

changes in accuracy and number of arithmetic problems done by a second grade boy; increasing study behavior as a result of decreasing inappropriate responses; and dawdling at supertime. (GW)

**ED 098 749** EC 070 470  
Egner, Ann N. And Others

EPDA 1970-71 Yearly Report; Chittenden Central School District.

Chittenden Central School District, Essex Junction, Vt.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date [71]

Note—53p.; For related documents, see EC 070 466-472

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Annual Reports, \*Behavior Change, Case Studies, \*Consultants, Elementary Education, Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, Operant Conditioning, \*Program Descriptions, \*Regular Class Placement, Reinforcement Identifiers—Vermont

Reported is the 1970-71 school year of Vermont's Consulting Teacher Program (Chittenden Central) during which consultants assisted 36 regular and special classroom teachers in individualizing the instruction of 88 handicapped elementary school students. Such program objectives are identified as the retraining on two levels of 40 regular class teachers in special educational services, and establishment of referral, parental involvement, and followup systems. The report documents the number of children served and the target behaviors which were modified; teacher training activities (including use of individualized sequences of instruction for at least one major curriculum area, completion of four courses, attendance at workshop instructional units and leadership training workshops); parent involvement; and dissemination activities. Included are case studies by participating teachers which identify the referral problem, provide student background information, describe the classroom environment, and report instructional objectives, instructional materials, measurement procedures, classroom procedures, and results. (GW)

**ED 098 750** EC 070 471  
1970-1971 Yearly Report: Consulting Teacher Program: Chittenden South School District.

Chittenden South School District, Shelburne, Vt.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]

Note—95p.; For related documents, see EC 070 466-472

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Annual Reports, \*Behavior Change, \*Case Studies, \*Consultants, Elementary Education, Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, \*Operant Conditioning, Program Descriptions, Regular Class Placement, Reinforcement Identifiers—Vermont

Reported are service and research projects which consultants from Vermont's 1970-71 Consulting Teacher Program (Chittenden South) helped teachers to implement to improve the social and academic behaviors of 269 handicapped learners in regular elementary classes. Such program aspects as inservice education, consulting activities, parent involvement, curriculum development, and dissemination are explained. Numerous teacher project reports (comprising most of the document) are included which specify referral problems, classroom procedures, measurement procedures, baseline and contingency data, and results. Referral problems discussed include such difficulties as inability to complete work independently, inattentiveness, inaccuracy and slowness on math problems, and disruptive behavior. An appendix provides a summary table of all service/research projects. (GE)

## 70 Document Resumes

**ED 098 751** EC 070 472

Burdett, Carol S.

**Chittenden South Consulting Teacher Report; Shelburne School District: 1969-1970.**

Chittenden South School District, Shelburne, Vt.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [70]

Note—36p.; For related documents, see EC 070 466-471

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Annual Reports, \*Behavior Change, \*Case Studies, \*Consultants, Elementary Education, Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, Operant Conditioning, \*Parent Education, Program Descriptions, Regular Class Placement, Reinforcement

**Identifiers**—Vermont

Reported is the 1969-70 school year of Vermont's Consulting Teacher Program (Chittenden South) in which a consulting teacher assisted three teachers and two teacher aides to measure, monitor and modify the deficit learning behavior of 10 students in regular elementary school classes, and assisted five mothers to carry out successful projects with their children. Service/research activities are described, including direct consultation, classroom research on baseline levels of activity, and development of a model for teacher accountability. Explained is the inservice training program which involved a teacher workshop, a convention of behavioral educators, and a parent workshop. Appendixes contain reports of service/research projects undertaken during the program which focused on reading acquisition, word identification, and behavior upon leaving the meal table. (GW)

**ED 098 752** EC 070 473

Schubert, George W. Glick, Audrey M.

**A Comparison of Two Methods of Recording and Analyzing Student Clinician-Client Interaction: ABC System and the "Boone" System.**

Pub Date Oct 73

Note—21p.; Paper presented at the Annual National Convention of the American Speech and Hearing Association, Detroit, Michigan, October 1973

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Behavior Rating Scales, Evaluation Methods, Exceptional Child Research, Language Instruction, \*Self Evaluation, Speech Handicapped, \*Speech Therapists, Speech Therapy

**Identifiers**—ABC System, Boone and Prescott Ten Category System

The research study (described in a paper presented at the 1973 American Speech and Hearing Association Convention) was designed to compare information obtained from the use of the ABC and the Boone/Prescott Systems, two different procedures for recording and analyzing speech clinician-client interaction. Videotapes were made of eight University of North Dakota student speech clinicians involved in articulation and language therapy with 4-to-6-year-old clients. Because both systems did not contain a time factor, it was difficult to establish whether or not the two systems would provide the clinician with similar information. Greater ease was noted in recording within the Boone/Prescott system. The two systems yielded approximately the same information when the therapy situation was basically stimulus, response, reinforcement, with a minimum of irrelevant behavior; however, the ABC System gave more pertinent information when the session was poorly planned and carried out. Both systems provided objective information which could be useful in changing clinician behavior. (LH)

**ED 098 753** EC 070 474

Lynch, William W.

**Teaching Styles in Schools for Educable Mentally Retarded Children in the Netherlands: A Report to the Spencer Foundation.**

Spons Agency—Spencer Foundation, Chicago, Ill. Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Cognitive Development, \*Comparative Education, \*Educable Mentally Handicapped, Exceptional Child Research, Locus of Control, Mentally Handicapped, Self Control, \*Student Teacher Relationship, \*Teacher Characteristics, Teaching Methods

**Identifiers**—\*Netherlands

Investigated for purposes of comparison with American counterparts were teaching styles used in eight classes in special schools for the educable mentally handicapped (EMH) in the Netherlands. As tended to be placed in the special schools earlier than EMH students in the U.S. are placed in special classes. Classes were observed to determine teaching style, and children were administered a version of the Intellectual Achievement Responsibility Questionnaire, a measure of locus of control. The level of intellectual stimulation and types of learning opportunities offered were evaluated along the following parameters: level of cognitive demands, variability of cognitive demands, sources of cognitive demands, richness of activities, pupil task involvement, degree of individualization, sources of individualization, and modes of teacher influence. Comparison with American classes revealed that Dutch teachers depend much less on recitation, discussion, and individual interactive tutoring than American teachers, that Dutch children displayed a much higher degree of self-direction and persistence than American children, and that Dutch children showed a slightly lower level of internal locus of control than American children. Noted is the lack in the Netherlands of consistency in pedagogical theory, curriculum, or teaching style and the high degree of reliance on the individual teacher in supervising instruction. (DB)

**ED 098 754** EC 070 475

Anderson, Sarah M. Gominak, Gloria

**The Child and the Learning Environment: An Annotated Bibliography on Diagnosis and Prescription in Learning.**

State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

Pub Date May 74

Note—14p.; For additional information, see literature review discussed in EC 070 476

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Bibliographies, \*Diagnostic Teaching, \*Educational Diagnosis, \*Exceptional Child Education, \*Learning Disabilities

The annotated bibliography on educational diagnosis and prescription contains 42 listings which are arranged alphabetically by author, and which include title, name of journal or publisher, and publication dates (from 1922 to 1973). Subjects of entries range from a specific discussion of the relationships between written spelling, motor functioning and sequencing skills to more general discussions of reading programs. (LH)

**ED 098 755** EC 070 476

Anderson, Sarah M. Quinn, Christine

**The Child and the Learning Environment: A Review of Literature on Diagnosis and Prescription in Learning.**

State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

Pub Date May 74

Note—29p.; For a related bibliography see EC 070 475

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Cognitive Development, \*Diagnostic Teaching, Diagnostic Tests, Educational Planning, \*Exceptional Child Education, \*Individual Characteristics, Individualized Instruction, Learning Characteristics, \*Learning Disabilities, \*Literature Reviews, Perceptual Development, Remedial Instruction

The literature review reports research and theory focusing on the following topics: individual intellectual and perceptual characteristics of a child's learning style; an overview of ability and disability areas relative to the learner's specific cognitive processes; the use of standardized tests to evaluate cognitive processes and the usefulness of several tests on predicting learning capabilities; and various ongoing studies which address themselves to diagnostic-prescriptive planning for individualized instruction. Individual characteristics are discussed in reference to literature or such topics as differences in the ways boys and girls

learn, optimal ages for learning certain skills, theories of intellectual structure, and teacher variables influencing learning (such as ability to personalize instruction). Noted are publications in which learning abilities and disabilities are examined in terms of their effect upon the child's overall learning style and within the framework of the relationship between reading proficiency and such factors as right-left orientation, visual language function, auditory training, vocabulary and speech development, and collective intellectual elements. Reports of literature on testing reveal differences of opinion as to the diagnostic effectiveness of various evaluative instruments. Curriculum emphasis, the role of the classroom teacher, the structure of remedial educational environments (such as Atlanta's Project Success), and preschool educational intervention are subjects considered in the review of documents on planning. (LH)

**ED 098 756** EC 070 477

Syrod, Walter, Ed.

**Creating Learning-Aids. (Institute for Special Education Teachers, Detroit, Michigan).**

Detroit Public Schools, Mich.; Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—42p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Exceptional Child Education, Handicapped Children, \*Inservice Teacher Education, \*Institutes (Training Programs), \*Special Education Teachers, \*Teacher Developed Materials

**Identifiers**—\*Detroit

Presented are the agenda and description of a 5-day institute for special education teachers held by the Detroit Public Schools in August 1973. Noted are institute purposes including the exploration of diagnostic tools, the development of teacher-made diagnostic instruments, and instruction in construction techniques and use of teaching aids. The description, in the form of a diary by a hypothetical institute participant, includes reactions to presentations (such as use of psychological evaluations by a psychologist), reports of small group activities (such as construction of masters for professionally appearing duplicated worksheets), and lists of materials used. Also listed are instructional aids displayed on 16 tables each focusing on a particular skill such as motor skill or tactile discrimination. Sample class activities and materials shared by institute participants are summarized. The institute description ends with highly positive evaluations in both prose and poetry. (DB)

**ED 098 757** EC 070 478

**Nevada State Plan for Gifted and Talented.**

Nevada State Dept. of Education, Carson City.

Pub Date 16 May 74

Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Exceptional Child Education, \*Gifted, \*Program Planning, \*State Programs

**Identifiers**—\*Nevada

The document presents the Nevada State Plan for Gifted and Talented adopted by the Nevada State Board of Education, May 16, 1974. The first section gives a position statement. A section on planning includes a table of the estimated number of academically talented students in Nevada school districts. Other sections outline State Board of Education goals, specific objectives for completion of the goals, programs, budgetary considerations, and strategies to attract support for education of the gifted and talented. (MYS)

**ED 098 758** EC 070 479

Frankenburger, William K. North, A. Frederick, Jr.

**A Guide to Screening for the Early and Periodic Screening, Diagnosis and Treatment Program (EPSDT) Under Medicaid.**

American Academy of Pediatrics, Evanston, Ill.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jun 74

Note—208p.

**EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE**

**Descriptors**—\*Exceptional Child Services, Guidelines, Health Facilities, Health Guides, \*Health Services, Identification, Preventive Medicine, Program Guides, \*Public Health, \*Screening Tests

**Identifiers**—\*Early Periodic Screening Diagnosis and Treatment, EPSDT, Medicaid

The manual was designed to help public officials, physicians, nurses, and others to plan and implement an Early and Periodic Screening, Diagnosis and Treatment (EPSDT) program under Medicaid. Procedures for carrying out components of an EPSDT program are recommended. Part 1 discusses organization and administration of screening, diagnosis, and treatment, including topics such as component activities, goals and obstacles, and settings for screening. Part 2 discusses screening procedures such as scheduling and costs; the interview and physical examination; screening for immunization status, dental disease and care, eye problems, and hearing; developmental screening; and screening for tuberculin sensitivity, bacteriuria, anemia, sickle cell diseases and trait, and increased lead absorption. Appendixes are questionnaire forms and lists of contributors, consultants, and steering committee members. The document focuses on screening activities and their relationships to other parts of the EPSDT program; other documents in the series will consider delivery of diagnosis, treatment and followup services, dental care, developmental assessment and treatment, and training of screening personnel. (MYS)

**ED 098 759** EC 070 480  
**A Handicapped Child in Your Home.**  
 Children's Bureau (DHEW), Washington, D.C.  
 Report No.—DHEW-OCD-73-29  
 Pub Date 73  
 Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1791-00189; \$0.35)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Exceptional Child Education, \*Handicapped Children, \*Parent Education, \*Parent Role, \*Severely Handicapped

Written for parents who have a severely handicapped child living at home, the booklet discusses problems, hardships, and rewards in the care of the child. Topics considered are acceptance, learning where to find assistance, family cooperation, sharing the caring, and ongoing adjustment. (MYS)

**ED 098 760** EC 070 482  
**Smith, Benjamin F.**  
**Potentials of Rubella Deaf-Blind Children.**  
 Pub Date 4 Apr 74  
 Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Aptitude, Communication Skills, Daily Living Skills, \*Deaf Blind, Exceptional Child Education, \*Expectation, Facilities, Mentally Handicapped, \*Multiply Handicapped, \*Rubella, Severely Handicapped, Skill Development, Social Relations, Visually Handicapped Mobility, Visually Handicapped Orientation, Vocational Aptitude

Potentials of three classifications of rubella deaf blind children are discussed. Potentials for children at the middle trainable level and below are discussed for the areas of communication skills, daily living skills, mobility and orientation, vocational effort, and self-control and social interaction. For children in the upper trainable through lower educable level, consideration is given to potentials in communication skills, independent daily living skills, mobility and orientation, vocational effort, and social interaction and recreational skills. Potentials for middle educable and above children are discussed for the areas of communication skills, independent daily living skills, mobility and orientation, vocational training and social interrelationships, and recreation. Attention is given to types of facilities and resources to meet needs of deaf blind persons as adults. The role of the general public is considered. (MYS)

**ED 098 761** EC 070 483  
**Selected California Education Code Sections Pertaining to Programs for Mentally Retarded Pupils.**  
 California State Dept. of Education, Sacramento.  
 Bureau for Mentally Exceptional Children.  
 Pub Date 1 Feb 74

Note—24p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Exceptional Child Education, Financial Policy, Financial Support, \*Mentally Handicapped, Physically Handicapped, Program Coordination, Special Classes, Special Schools, \*State Legislation, State Programs, Student Placement, Testing, Transportation, Vocational Education

**Identifiers**—\*California  
 The document presents selected California Education Code sections pertaining to programs for mentally retarded pupils. Major topics included are county school service fund, coordination of county special education programs, provisions for schools or classes, transportation, certification of funds required, county tax, admission and placement, testing, misplacement, integrated programs, special classes, apportionment, occupational training programs for physically handicapped and mentally retarded, reimbursement to district, and funding. (MYS)

**ED 098 762** EC 070 484  
**Enrollment (in California) of Educable Mentally Retarded Pupils. School Years 1968-69 to 1973-74.**

California State Dept. of Education, Sacramento.  
 Bureau for Mentally Exceptional Children.  
 Pub Date 74

Note—2p.  
**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Educable Mentally Handicapped, Educational Trends, \*Enrollment Trends, Exceptional Child Education, Incidence, Mentally Handicapped, \*Statistics

**Identifiers**—\*California  
 The chart provides enrollment figures of educable mentally retarded (EMR) pupils in each California county from 1968 to 1974. Also given are the differences between high and low enrollment figures which show large decreases in enrollment of EMR pupils for almost all counties in 1973-74. (DB)

**ED 098 763** 88 EC 070 485  
**Pilot Educational Program for Mentally Disordered Minors 1972-1973: End of the Budget Period Report; E. S. E. A. Title III.**  
 Santa Cruz County Superintendent of Schools, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73  
 Note—53p.  
**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Autism, \*Demonstration Projects, \*Elementary Education, Emotionally Disturbed, Exceptional Child Education, Individualized Instruction, Program Descriptions, Public Schools, \*Remedial Programs, Student Evaluation, \*Student Placement

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

The report describes a 3-year, ongoing pilot project designed to devise a remedial educational program for 10 autistic elementary school children (5- to 12-years-old) that would prepare some students for subsequent entry into regular or special education public school classes. Described is a typical daily schedule emphasizing individual intervention in the areas of language and small muscle development, movement exploration, development of social skills, literature, and speech therapy. Normative and criterion testing to measure changes in pupil functioning and behavior is explained, with gains reported in intelligence, social functioning, and behavioral characteristics. Project objectives which were met are cited, such as the entry of 20 percent of the pupils into public school classes and the enrollment of an additional 20 percent in transition programs. (LH)

**ED 098 764** 95 EC 070 486  
**Project LIFE—Language Improvement to Facilitate Education. (Technical Progress Report: Third Quarter; March 1, 1974-May 31, 1974).**

National Foundation for the Improvement of Education, Washington, D.C.  
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Media Services and Captioned Films Branch.  
 Pub Date Jun 74

Contract—OEC-0-73-0608

Note—55p.; For related information see ED 073 609, 074 650-653, and 085 984

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Annual Reports, \*Aurally Handicapped, \*Exceptional Child Education, \*Filmstrips, Information Dissemination, Instructional Materials, Instructional Media, \*Language Programs, Marketing, Programed Instruction

**Identifiers**—\*Project LIFE  
 Reported is the third quarter, fiscal year 1974 (March 1, 1974-May 31, 1974) technical progress of Project LIFE (Language Improvement to Facilitate Education), toward developing an instructional system in which filmstrips in the areas of perceptual training, perceptual thinking, and language/reading are used to assist hearing impaired children in acquiring language. Outlined is quarter by quarter progress made on strategies carried over from fiscal year 1973 and 15 strategies for fiscal year 1974 relating to material development and services (such as the development of the Storyland and Holidayland filmstrip series, the My LIFE Pictionary-Multiple Meanings, and a series of language sets on themes including safety, energy, and communication). Activities of the research department field test network (such as corresponding with special research projects and designing auditory supplement packages) from June 1, 1973 through May 31, 1974 and developments in General Electric's (GE) marketing of Project LIFE instructional materials (such as the addition of three audiovisual dealers for marketing the GE/LIFE Program) are summarized. Charted are the dates, personnel involved, locations, and purposes of third quarter meetings between Project LIFE representatives and representatives of various programs and organizations. A symposium presentation which includes a review of Project LIFE's 10-year history, specific program objectives, and a list of materials currently available is appended. (LS)

**ED 098 765** EC 070 525  
**Fuller, Gerald B.**  
**Three Diagnostic Patterns for Children with Reading Disabilities.**  
 Pub Date 74

Note—15p.; Presented at the 1974 International Conference of the Association for Children with a Learning Disability, Houston, Texas

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Classification, Emotional Problems, Exceptional Child Research, Learning Disabilities, Multisensory Learning, Reading Diagnosis, \*Reading Difficulty, Research Reviews (Publications), Standardized Tests, Visual Perception

**Identifiers**—Minnesota Percepto Diagnostic Test

The author reviews attempts to categorize reading disabilities, describes a means of refining testing procedures to classify three diagnostic patterns of reading disorder, and reports results of application of those procedures with 172 children with reading disorders. Studies classifying poor readers by a verbal-performance pattern analysis of the Wechsler Intelligence Scale for Children and multifactorial studies of etiological factors are discussed. Described is a procedure which uses the Minnesota Percepto-Diagnostic Test (MPD) to assess visual perception and visual motor abilities and which classifies children's reading problems as primary, secondary or organic and children with behavioral problems as emotionally disturbed, schizophrenic, or brain damaged. Specific behavioral characteristics (as manifested in performance on five standardized tests of reading and cognitive development) are analyzed for 172 Ss to show that children differentiated into reading disability subgroups by the MPD (on the basis of visual perception). Characteristics noted include the primary group's high average performance IQ, the secondary group's low average scores on the Illinois Test of Psycholinguistic Abilities, and the organic group's low scores on laterality tests. Findings are compared to those of similar studies. (LS)

**ED 098 766** EC 070 527  
**Additions to Bibliography: Education of Deaf-Blind, Fall 1972-June 1974.**  
 Perkins School for the Blind, Watertown, Mass.  
 Pub Date 74  
 Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Bibliographies, Communication Skills, Conference Reports, \*Deaf Blind, Educational Diagnosis, Educational Programs, \*Exceptional Child Education, International Programs, Medical Research, Multiply Handicapped, Parent Education, Rehabilitation Programs, Rubella, Sensory Aids, Services

The bibliography lists 134 sources of information on education of the deaf-blind including journal articles, books, workshop and conference proceedings, bibliographies, films, and tapes. Entries are grouped under general topics such as parents, family and community; medical neurological management and concerns; educational evaluation and testing; programs and services; training and education of children and youths; and the adult deaf blind. Sub-topics pinpoint such areas as principles and practices in parent education, rubella syndrome, early childhood education, communication and language development and adult case studies and personal experiences. (LS)

**ED 098 767** **EC 070 528**  
Waterhouse, Edward J.

**Why Educate the Deaf-Blind.** (Paper Delivered at the 1974 Biennial Conference; Australian and New Zealand Association of Teachers of the Visually Handicapped, Brisbane, Queensland, January 1974).

Pub Date Jan 74  
Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Case Studies, \*Deaf Blind, \*Educational Needs, \*Educational Opportunities, Exceptional Child Education, Intelligence Level, Multiply Handicapped

In a speech to Australian and New Zealand teachers of the visually handicapped the author stresses the importance of educating deaf blind persons regardless of the severity of their handicaps, illustrating his point with three case histories. The deaf blind are viewed under the following five headings: the highly educable (who have college potential), the superior (those capable of financial independence), the average (approximately 80 percent of the whole who are capable of learning a saleable skill but need public or family aid), the unemployable, and the untrainable. Focused on is the value of education in the lives of three deaf blind persons: a Chinese girl, a little girl in a school for the blind in Bangkok, Thailand, and a boy whose achievements led to legislation mandating federal support for the deaf blind. (LS)

**ED 098 768** **EC 070 530**  
Broen, Patricia Ann

**The Verbal Environment of the Language-Learning Child.** ASHA Monographs, No. 17.

American Speech and Hearing Association, Washington, D.C.; Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date Dec 72  
Note—111p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors**—\*Child Development, Exceptional Child Research, Handicapped Children, Infancy, \*Language Development, Linguistics, \*Mothers, \*Parent Child Relationship

The language patterns of 10 mothers, each with a child between 18 and 26 months of age, was evaluated to determine differences in speech style when talking to a child in either the language learning stage or older. The study provided two 5-minute situations, a play situation and a storytelling situation, in which the mother's speech to her children was viewed. In general, mothers produced speech that was slow, with pauses located always, and only, at sentence boundaries when they talked with their younger children. They used a smaller vocabulary range and often repeated what they had said, with and without variation. Mothers seldom made linguistically meaningless repetitions or interjections, and they seldom produced broken sentences in talking with their younger children. The mothers' sentences fell into two major patterns—one built on the imperative sentence and the other includ-

ing variations and permutations of a "be" sentence with "that", "this", "it", "there", or "here." Mothers also used more single-word responses and grammatically incomplete responses in talking with their younger children. (Author/DB)

**ED 098 769** **EC 070 531**  
**Education of the Handicapped Amendments of 1973.** Report No. 93-238.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date 73

Note—35p.; Calendar No. 227

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Exceptional Child Education, \*Federal Legislation, Government Role, Grants, \*Handicapped Children  
**Identifiers**—\*Education of the Handicapped Amendments, Elementary Secondary Education Act Title VI, ESEA Title VI

Presented is the report of the Committee on Labor and Public Welfare about Senate Bill 896 (1973) to amend the Education of the Handicapped Act, Title VI of the Elementary and Secondary Education Act. Preliminary information includes the primary purpose (to extend the provisions of the Act for 3 years), the need for legislation, a review of the hearings, and a review of the original Act's background. Programs under the Education of the Handicapped Act are summarized under the following headings: title, the Bureau of Education for the Handicapped, the National Advisory Committee on Handicapped Children, the state grant program, amendment to the state plan provision (stressing early identification of handicapped children), centers and services to meet special needs of the handicapped (such as regional resource centers and deaf blind centers), training personnel for the education of the handicapped, research on the education of the handicapped, instructional media for the handicapped, special programs for children with specific learning disabilities, the veterans-cost-of-instruction amendment, and impact and payments for school districts experiencing decreases or cessation of federal activities. A section-by-section analysis points out amendments (such as yearly increases in grant authorizations to the states) and charts cost estimates for 1972 through 1976. Also included are a report from the Department of Health, Education, and Welfare on the department's position supporting or opposing specific sections of the bill. Finally, the entire Education of the Handicapped Act is printed. (DB)

**ED 098 770** **EC 070 532**  
Engelmann, Siegfried Rosov, Robert J.

**Tactual Hearing Experiment with Deaf and Hearing Subjects.** Research Bulletin Vol. 14, No. 5. Oregon Research Inst., Eugene.

Pub Date Jun 74

Note—49p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Aurally Handicapped, Communication Skills, Cutaneous Sense, \*Deaf, Discrimination Learning, \*Electromechanical Aids, Exceptional Child Research, Receptive Language, Sensory Aids, \*Speech, \*Tactual Perception

**Identifiers**—\*Vocoder

Four hearing Ss (20- to 30-years old) and 4 deaf Ss (8- to 14-years old) trained in speech discrimination using a vocoder (a device which converts speech into tactual vibrations received through the skin). Hearing Ss (artificially deafened by white noise transmitted through headphones) received from 20 to 80 hours of training in isolated words presented randomly, words in connected sentences, inflection copying, and rhyming, all of which was presented primarily without face-to-face contact with the speaker. Deaf Ss received training similar to that for hearing Ss with a few differences such as use of a reinforcement system and work on articulation. Results supported conclusions such as the following: that deaf Ss can be taught to hear five speech discriminations through the tactual mode; that hundreds of corrected repetitions are required for either a deaf or hearing S to learn simple tactual discriminations; and that the S's memory and ability to discriminate increases as the number of words he has mastered increases. (LS)

**ED 098 771** **EC 070 533**

Jones, C. D., Jr.

**Special Education in the States: Legislative Progress Report, 1974 Final Report.**

Education Commission of the States, Denver, Colo. Handicapped Children's Education Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Grant—OEG-0-72-0242-607

Note—28p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Architectural Barriers, Bilingual Students, Child Advocacy, Definitions, Demonstration Projects, \*Exceptional Child Education, Financial Policy, \*Handicapped Children, \*State Legislation, Student Evaluation, Teacher Certification, Transportation

Presented is a summary of major bills relating to the education of exceptional children that passed, failed, or were still in progress in state legislatures during 1974. It is noted that the report is intended to represent an overview of major state legislation rather than to include all bills that have been introduced. Bills are organized into the following categories: architectural barriers, bilingual/bicultural education, central registry/census, child advocacy, comprehensive educational services, compulsory school attendance, corporal punishment, definitions, evaluation/testing, expanded educational services, experimental/pilot programs, finance, legal age of eligibility for services, study councils and committees, teacher certification/inservice training, and transportation. Provided for each bill in a given category are state, bill number and sponsor, basic provisions of the bill, and status. (DB)

**ED 098 772** **EC 070 535**

**State Profiles.**

State-Federal Information Clearinghouse for Exceptional Children, Reston, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 15 Feb 74

Contract—OEC-0-182013-3541(032)

Note—449p.

**EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE**

**Descriptors**—Administrative Organization, \*Administrative Policy, \*Court Cases, Educational Facilities, Equal Education, Exceptional Child Education, Financial Support, \*Handicapped Children, Identification, Legal Responsibility, Private Schools, School Services, Staff Role, \*State Legislation, \*State Standards, Student Evaluation, Student Placement

State-by-state public policy profiles are provided by the Council for Exceptional Children's State-Federal Information Clearinghouse. These profiles summarize the present legal base for the delivery of educational services to handicapped children in the United States. Included in each profile is information from various avenues used to establish and change state policy, such as legislative statutes, court cases, administrative regulations, and the opinions of state attorneys general. Material in each profile has been organized into the following 11 categories: right to education; population; identification, assessment and placement; administrative responsibility; finance; administrative structure and organization; services; private schools and organizations; personnel; and facilities. (LH)

**ED 098 773** **88** **EC 070 536**  
**Zoo Project for Handicapped Children. Final Project Report.**

California State Dept. of Education, Sacramento. Bureau of Program Planning and Development; San Diego Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 14 Jul 72

Note—83p.; For related documents, see EC 070 537 and 538

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Educational Facilities, Exceptional Child Education, \*Language Arts, Language Development, \*Learning Disabilities, \*Mentally Handicapped, \*Program Evaluation, Recreational Facilities, \*Zoo

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

Presented is the final report (1971-72) of San Diego's Zoo Project for Handicapped Children, designed to increase the language arts skills of 870 trainable or educable mentally handicapped or educationally handicapped children through the use of animals as motivating devices. The program included a teacher training program enabling teachers to make full use of the zoo experience, an in-zoo program which utilized the zoo setting and animals, an in-school program in which the project coordinator took animals to classrooms; and an evaluation phase. The report contains statistical data on such program features as staff development and project products (a handbook of materials, techniques, and procedures); a program narrative report which analyzes such facets of the program as its historical background, parent community involvement, and evaluation procedures; and a final evaluator's report. Among project findings are data showing measurable improvement in language skills of participating students, although arbitrarily set percentage goals were not reached in many instances; and teacher reports of unexpected gains in behavior that included improved social interaction and increased self-image and confidence. (GW)

**ED 098 774** 88 **EC 070 537**  
**Zoo Project for Handicapped Children: Language Development Through Animal Utilization. Final Project Report.**

California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.; San Diego Unified School District, Calif. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 21 Jun 73  
 Note—52p.; For related documents, see EC 070 536-538

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Demonstration Projects, Educational Facilities, Exceptional Child Education, \*Information Dissemination, \*Language Arts, \*Learning Disabilities, \*Mentally Handicapped, Program Evaluation, Recreational Facilities, \*Zoos

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

The report examines the 1972-73 dissemination program of San Diego's Zoo Project for Handicapped Children which was designed to stimulate language arts improvement in mentally or educationally handicapped students by using animals at the zoo site and in schools. The following program objectives are identified: to encourage and the adoption/adaptation of the zoo project in a minimum of 10 other California districts or schools; to create an awareness about the project among 100 school districts in the state; to operate a model demonstration program; to conduct staff training seminars; to provide technical assistance for implementation; and to evaluate the diffusion process for effectiveness. The report contains statistical data on such program features as staff development and project products; and a program narrative report which focuses on such elements as needs assessment procedures, personnel and organizational details, instructional equipment and materials, budget, and evaluation findings. The evaluation is said to show that project activities included 18 teacher training workshops for 552 people and visits from 185 people to the model demonstration program. (GW)

**ED 098 775** 88 **EC 070 538**

**Lamb, Gerald F.**  
**Using Animals as Teaching Tools: A Handbook for the Zoo Project for Handicapped Children.**

California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.; San Diego Unified School District, Calif. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72  
 Note—164p.; For related documents, see EC 070 536 and 537

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—Class Activities, Curriculum Guides, Educational Facilities, Exceptional Child Education, \*Instructional Materials, \*Language Arts, Learning Disabilities, \*Mentally Handicapped, Recreational Facilities, Teaching Guides, \*Zoos

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

The handbook was developed to allow teachers to take advantage of the ideas of persons participating in the Zoo Project for Handicapped Children, in which educationally and mentally handicapped children received language arts instruction organized around the use of animals at the zoo site and in classrooms. The first section of the handbook lists ideas for activities such as having children describe photographs of themselves with zoo animals; having children observe and discuss the different smells, sounds, and appearances of animals; and allowing children to devise means of testing whether different animals react to sound. The second and third sections of the handbook contain materials which teachers might wish to duplicate and which are printed so that they may be used as master copies in a thermal process copying machine. (GW)

**ED 098 776** **EC 070 544**

**Lieberman, Gail, Ed.**  
**Daily Living Skills: A Manual for Educating Visually Impaired Students.**

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [74]

Grant—OEG-3-6-062679-156(607)  
 Note—251p.

**EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE**

**Descriptors**—Bibliographies, Blind, \*Daily Living Skills, Evaluation, Exceptional Child Education, Instructional Materials, \*Interpersonal Competence, Mobility Aids, Partially Sighted, \*Recreation, \*Self Care Skills, Sensory Aids, Teaching Guides, Teaching Methods, \*Visually Handicapped

The manual contains rationales, general approaches, and specific procedures for educators and parents to use in teaching daily living skills to visually impaired students. Detailed suggestions are given with regard to learning objectives for blind or partially sighted children, age levels, and instructional adaptations for developing competency in the following areas: recreational skills (including such team and individual sports activities as basketball, bowling, golf, hiking, and swimming); practical skills (such as use of household items and outdoor tools, care of pets, room organization, food preparation, and knowledge of budget concepts); Self-care skills (such as clothing care, dressing, hygiene, eating and sewing); and social skills (involving written, oral, and silent communication, etiquette, and games). For example, suggestions given regarding modifications in teaching sports include using audible or brightly colored balls, using a sighted guide, and giving immediate feedback. Directions on clothing care focus on such specific topics as hanging clothes, polishing shoes, turning garments right side out, and folding a shirt. Books, materials, and sensory aids are listed, together with ordering information; and several sample evaluation forms (including social competency rating scales and an individual student profile for daily living skills) are provided. (LH)

**ED 098 777** **EC 070 571**

**Drowatzky, John N. Lehman, Jean**  
**Visual Perception Differences in Cerebral Palsied, Mentally Retarded and Normal Children.**

Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Adolescents, \*Cerebral Palsy, Childhood, Exceptional Child Research, \*Mentally Handicapped, \*Perceptually Handicapped, Physically Handicapped, \*Visual Perception

Compared were the performances of 28 cerebral palsied, 19 mentally retarded, and 30 normal children between the ages of 8 and 16 years on measures of four components of visual perception: figure-ground relationships, form constancy, spatial position, and spatial relationships. The figure-ground component was tested tachistoscopically; the components of form constancy and spatial positions were tested by means of the Developmental Test of Visual Perception; and spatial relations was tested by requiring each child to reproduce a geometrical pegboard design. Results showed that the cerebral palsied and mentally retarded Ss scored more poorly than normal children in each of the four visual

perception components and that the cerebral palsied showed less ability in visual perception tasks than the mentally retarded. Findings supported the hypothesis that the components of visual perception are impaired in the cerebral palsied child. (DB)

**ED 098 778** **EC 070 572**

**Mental Retardation and the Law: A Report on Status of Current Court Cases.**

President's Committee on Mental Retardation, Washington, D.C.

Pub Date Jul 74

Note—30p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Architectural Barriers, Civil Liberties, \*Civil Rights, \*Court Cases, \*Equal Education, Exceptional Child Services, Legal Responsibility, \*Mentally Handicapped

Presented by the President's Committee on Mental Retardation are an analysis of architectural barriers and a summary of new state cases, updated information on previously reported cases, and a listing of cases all concerned with the legal rights of the retarded. Architectural barriers are considered in terms of statutory actions and constitutional theories that have been used to challenge such barriers. New cases are reviewed for the following issues: architectural barriers, right to treatment, right to just compensation for labor, right to education, exclusionary zoning, sterilization, and right to control money. Updated information is provided on previously reported cases concerned with right to treatment, right to just compensation for labor, right to education, right to fair classification, exclusionary zoning, sterilization, and commitment laws. The final section lists closed cases in the following areas: right to treatment, right to just compensation for labor, right to public education, custody, commitment laws, and exclusionary zoning. (DB)

**ED 098 779** **EC 070 573**

**Handbook for Learning Centers.**  
 Norwalk Board of Education, Conn.

Pub Date [72]

Note—86p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Educable Mentally Handicapped, Exceptional Child Education, \*Guidelines, \*Learning Disabilities, Mentally Handicapped, \*Perceptual Development, Program Design, \*Regular Class Placement, Remedial Instruction, \*Resource Centers

The handbook for learning centers contains guidelines, forms, and supplementary information to be used with all children identified as having a learning disability, mild retardation, or sensory deprivation in the Norwalk, Connecticut public schools. It is stressed that the learning center should provide supportive services for at least 35 minutes daily to handicapped children enrolled in regular classes. Among items included in the handbook are screening and program planning information; referral forms; a flow chart for special education services; a definition of the learning disabled; an outline of the normal developmental sequence from 4 to 12 years of age; an explanation of tests such as the Stanford Binet, the Wechsler, the Peabody, and the Bender Gestalt; a sample profile sheet based on the Osgood-Wepman model; diagrams of learning centers; a listing of materials, equipment, and resource personnel; a glossary; both practical and professional bibliographies; and remediation guidelines for perceptual areas based on the Illinois Test of Psycholinguistic Abilities. (DB)

**ED 098 780** **EC 070 574**

**Daley, Marvin F. And Others**  
**Special Education Evaluation Project for University Affiliated Facilities. Final Report.**

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant—OEG-0-72-4321(603)  
 Note—428p.

**EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE**

**Descriptors**—Exceptional Child Education, \*Mentally Handicapped, \*Professional Education, Program Descriptions, \*Program Evaluation, \*Teacher Education, Universities

**Identifiers**—\*University Affiliated Facilities

The final report of the Special Education Evaluation Project for 16 University Affiliated Facilities (UAF) centers provides a chronological review of the project which focused on the training of persons to work with mentally retarded or other handicapped individuals. Outlined are project objectives including the development of descriptors useful for program description and evaluation, the identification of possible future programs activities in the UAF, and dissemination of techniques in contextual evaluation to aid in the development of product outcome objectives. Data collection included the tabulation of demographic information concerning trainees and questionnaires for program directors and site visitors. Among findings reported are the high number of undergraduates in the training program; the provision of training in disciplines such as special education, psychology, social work, speech and language, and nursing; the rapid evolution of programs as seen by program directors; and use of UAF-University settings by 80 percent of the training programs. Major recommendations include the assistance of federal agencies in the establishment of a model information retrieval system, the preparation of a statement of disciplinary and interdisciplinary objectives for trainees, and the development of a standardized reporting format for the individual trainee. The major portion of the document consists of appendices which detail data collection procedures, and list centers with names and addresses of program directors. (DB)

## FL

ED 098 781 FL 004 003

Kartsonis, A. Sylvia

E. I. L. Greek. Basic Audio-Lingual Course with Correlated Tapes.

Experiment in International Living, Putney, Vt.

Pub Date Jun 68

Note—158p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

## POSTAGE

Descriptors—\*Audiolingual Methods, Audiolingual Skills, \*Conversational Language Courses, \*Greek, Instructional Materials, \*Intensive Language Courses, Language Instruction, Listening Skills, Pattern Drills (Language), Second Language Learning, Speech Skills, Standard Spoken Usage, \*Textbooks

This basic Greek text contains 12 lessons, each consisting of a culturally-oriented dialogue, a vocabulary list, pattern drills and oral exercises, a short narrative, and a grammar explanation. The text is designed for use with a set of correlated tapes in an intensive program of about 100 to 120 hours. The listening and speaking skills are emphasized, and it is recommended that reading and writing be taught only after students have thoroughly mastered each unit orally. In order that the text can be used as a reading and writing workbook, all pattern drills are followed by blank spaces in which the student can write answers to be corrected by the teacher. (Author/PMP)

ED 098 782 FL 004 676

Publicaciones Periódicas de Educación de América Latina y el Caribe (Educational Publications of Latin America and the Caribbean).

Oficina Regional de Educación de la Unesco para América Latina y el Caribe, Santiago (Chile).

Pub Date Dec 72

Note—103p.; in Spanish

Available from—Oficina Regional de Educación de la Unesco para América Latina y el Caribe, Servicio de Biblioteca y Documentación, Casilla 3187, Santiago de Chile (HC free)

Document Not Available from EDRS.

Descriptors—\*Bibliographies, Booklists, Developing Nations, Documentation, \*Educational Resources, \*Foreign Language Periodicals, \*Government Publications, Instructional Materials, Periodicals, Publications, Resource Materials

Identifiers—Caribbean, Educational Publications, Latin America

The periodicals listed in this bibliography are those published in Latin America and the Caribbean that deal exclusively with educational themes. Information for each entry, when available, includes the title, subtitle, name and address of publisher, frequency of publication, year the

publication began and/or terminated, any previous title, and whether or not supplements are available. Publications are included from the following countries: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Ecuador, El Salvador; Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic, Trinidad and Tobago, Uruguay, and Venezuela. Regional as well as national publications are also cited. (CK)

ED 098 783 FL 005 197

Burkhard, Marianne

Switzerland: Economy, Language and Politics.

Pub Date [74]

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Bilingual Education, Bilingualism, \*Demography, Economic Development, \*Economic Progress, French, \*German, \*Governmental Structure, Industry, Italian, Language Planning, Natural Resources, \*Official Languages, Politics, Standard Spoken Usage, Written Language

Identifiers—Romanish, \*Switzerland

An overview of the economic policy, political structure, and four official languages of Switzerland is presented. The following topics are discussed: (1) economic expansion without natural resources, (2) linguistic diversity, (3) Swiss-German, and (4) politics and governmental organization. (PMP)

ED 098 784 FL 005 340

Lin, Helen T.

A Survey of Commonly Used Expressions in Chinese and an Analysis of Its Possible Implication on Language Teaching on the College Level.

Pub Date [74]

Note—113p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

## POSTAGE

Descriptors—\*Chinese, \*College Students, Higher Education, Language Instruction, Language Research, Questionnaires, Second Language Learning, \*Standard Spoken Usage, Surveys, Tables (Data), \*Vocabulary, \*Word Lists

This survey was conducted in order to provide a resource for those interested in revising existing Chinese teaching materials and/or writing new materials. A study of the vocabulary in several texts for first and second year Chinese classes in American colleges was used as the basis for constructing a questionnaire consisting of a list of commonly used expressions relating to campus life and a list of expressions considered questionable insofar as actual usage was concerned. Six thousand copies of the questionnaire were distributed to students in eight colleges and universities in Taiwan. The students were asked to specify whether or not the words and expressions derived from the textbooks were commonly used. In addition, 120 students at these institutions were interviewed, and recordings were made of their speech. Project procedure is described here, and results of the statistical analyses of the data gathered are given in detail. It is concluded that the words and expressions most commonly used by Chinese students relate to academic life and extracurricular activities and that knowledge of this type of vocabulary would be of particular value to the American student learning Chinese. (PMP)

ED 098 785 FL 005 343

Green, John N.

Constraining Spanish Surface Structure, York

Papers in Linguistics 4.

York Univ. (England). Dept. of Language.

Pub Date [73]

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Deep Structure, Grammar, Linguistic Theory, \*Sentence Structure, \*Spanish, \*Surface Structure, Syntax, Transformation Generative Grammar, \*Transformation Theory (Language)

This article attempts to refute D.M. Perlmutter's claim that the syntactic component in Spanish grammar can generate structures that are grammatical at the deep structure level but not at the surface structure level, and that it is necessary to impose a surface structure constraint (SSC) as a filter to reject the ungrammatical structures. The principal evidence Perlmutter cites for the

necessity of the SSC is the behavior of the Spanish particle "se." However, it is demonstrated here that there is at least one case in which a different deep structure analysis of "se" would obviate the need for a SSC. Perlmutter's analyses of the other sources of "se" are also examined critically. It is suggested that the whole notion of SSCs deserves fresh examination. (LG)

ED 098 786 FL 005 443

Hutchinson, Sandra P.

The Learning of English Suprasegmental Rules for Stress and Final Syllables by Spanish Speakers.

Pub Date Oct 73

Note—14p.; Paper presented at the Mid-American Linguistics Conference (University of Iowa, October 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*Articulation (Speech), \*English (Second Language), English Programs, Intonation, Language Instruction, Linguistic Theory, Phonology, Pronunciation, \*Spanish, \*Spanish Speaking, \*Suprasegmentals, Syllables

Two experiments conducted at the University of Texas at Austin are discussed in this paper. One experiment deals with the production of final syllable lengthening and stress in Spanish and English by native Spanish speakers learning English. The other experiment deals with judgments about the Spanish speakers' production of English by native English speakers. In the former experiment, duration and frequency are measured. From these measurements, final syllable lengthening and duration and frequency ratios between stressed and unstressed syllables are calculated. In the latter experiment, the Spanish speakers are ranked according to their overall English pronunciation ability as perceived by native English speakers. Explanations are given for the durational and frequency adjustments the subjects make from Spanish to English, and the implications of the experimental results for English training programs for Spanish speakers are discussed. (Author/PMP)

ED 098 787 FL 006 095

Morton, Lois

Learning English as a Second Language, Workbook-Fourth Level.

Pub Date Jun 74

Note—123p.

Available from—Oceana Publications, Inc., Dobbs Ferry, New York 10522 (\$2.50)

Document Not Available from EDRS.

Descriptors—\*Bilingual Education, Class Activities, \*Elementary Education, \*English (Second Language), English Curriculum, English Instruction, Individual Activities, Instructional Materials, Language Skills, Pattern Drills (Language), Second Language Learning, \*Workbooks

The workbook for the fourth level of the "Learning English as a Second Language" series follows the basic principle employed in the first three levels of the series: in learning a second language there must be emphasis on hearing, imitation, and practice, then on reading and writing. The workbook, entirely in English, is written for children in the elementary grades and intended for classroom use. New structures and vocabulary are introduced in a controlled sequence. By the time the student has reached Level IV, he or she should be ready to read most of the material contained in this book. If the student is competent orally but has not yet mastered equal reading skills, the material is adaptable to orally based instruction, through which the student can gradually improve his reading. The illustrated volume contains dialogues, activities, stories, and drills. Instructions and suggestions for the teacher are included. (Author/LG)

ED 098 788 FL 006 125

Topping, Donald M. Dunga, Bernadita C. Chamorro Reference Grammar. Pali Language Texts: Micronesia.

Pub Date 73

Note—301p.

Available from—University Press of Hawaii, 535 Ward Avenue, Honolulu, Hawaii 96814 (\$6.00)

Document Not Available from EDRS.

Descriptors—\*Chamorro, Descriptive Linguistics, \*Grammar, \*Malayo Polynesian Languages, Morphology (Languages), Phonology, Reference Books, Syntax, \*Textbooks

This detailed reference grammar of Chamorro, the native Malayo-Polynesian language spoken in Guam and the other Mariana Islands (Saipan, Rota, Tinian), differs from earlier grammars of the language in that: (1) it includes new data; (2) it offers a different interpretation of some of the data based on more recent linguistic concepts; and (3) it is written primarily to help Chamorro speakers learn something of the complexities of their language. The book is divided into three sections. The first describes the Chamorro sound system; the second deals with Chamorro morphology; and the third covers its syntax. Each section includes a discussion of the relevant elements of Chamorroized Spanish. Throughout the text can be found "notes to linguists" who may be interested in Chamorro grammar. A knowledge of the fundamentals of structural linguistics would be helpful in understanding the grammar. A glossary of linguistic terms, bibliography, and index are appended. (SB)

**ED 098 789** FL 006 217

*Edelman, Murray Jacob*

*The Language of Politics.*

Pub Date Apr 74

Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Beliefs, Cognitive Processes, Figurative Language, "Language Patterns, "Language Role, "Language Usage, Persuasive Discourse, "Political Attitudes, "Political Influences, Political Issues, Political Socialization, Public Opinion, Sociolinguistics

Identifiers—Cognitive Structures, Political Language

Linguistic cues evoke prestructured beliefs in people's minds regarding the nature and causes of public problems. Political language can shape people's opinions and thereby shape events. There appear to be two beliefs or myths that people use to explain social problems: the first sees the sufferer as responsible for his own plight in a basically sound social structure; the second sees the sufferer as the victim of an oppressive society that exploits the weak for the benefit of the elite. Linguistic cues such as "welfare," "repression," "security" evoke and reinforce these myths in the public mind and thereby shape the political process. The language used to classify and delimit social problems separates them into categories while they are actually symptoms of the same malfunctioning economic and social system; they are treated separately and, therefore, are not solved. Language of rehabilitation or professional solutions to political problems is used to soothe public anxiety, gain public approval, and stifle opposition. Such solutions often do little to solve problems; therefore, they continue. (CK)

**ED 098 790** FL 006 259

*Blauberg, Majia S.*

*Semantic Anomaly from a Psychological Perspective.*

Pub Date May 74

Note—16p.; Paper presented at the Annual Meeting of the Southeastern Conference on Linguistics (11th, Tierra Verde, Florida, May 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Cognitive Processes, "Comprehension, "Context Clues, Imagination, Language Development, Learning Theories, "Linguistic Competence, Linguistic Theory, "Psycholinguistics, "Semantics, Sentences, Transformation Theory (Language)

Early psycholinguistic investigations were based on linguistic theory (primarily Chomsky's transformational theory) as a model of competence. Recent studies have suggested that naive language users neither make the same linguistic judgments as the theorizing linguists nor productively follow the linguistic rules, and that nonlinguistic knowledge may be involved in the interpretation of sentences. Thus, psychologists are beginning to question the feasibility of using linguistic theory as the model of competence and have turned instead to developing comprehensive theories that include competence and performance, linguistic and nonlinguistic knowledge, and contextual effects. If this broader psychological approach is focused on the interpretation of anomalous sentences, anomaly may well be replaced by interpretability, and interpretability may well be affected by a given context, or by

imaginatively providing a context, as well as by the application of linguistic rules. A pilot study is reported, and further research questions are outlined. (Author)

**ED 098 791** FL 006 361

*Ingram, David*

*Some Suggestions on the Role of Systematic Phonemics in Child Phonology. Papers and Reports on Child Language Development, No. 1.*

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Mar 70

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—"Child Language, Comprehension Development, "Generative Phonology, "Language Development, Language Patterns, Language Skills, Linguistic Theory, "Phonemics, "Phonological Units, Phonology, Psycholinguistics, Syntax

The major purpose of this paper is to initiate discussion on the validity of systematic phonemics in the area of language acquisition. This is not an attempt to write a phonology, but rather an outline of some theoretical and formal devices that may be used for gaining insight into the phonological system of the child. An evaluation procedure suggested is that of "developmental adequacy" which accounts for the process by which a child moves closer to a system that is constantly presented to him. Such a procedure includes statements of stability that mark certain aspects of the child's system as similar to, and others as distinct from, the model to which he is presented. A summary of rules suggested for the child's system include: reduplication, diminution, production alternation, and adaptation. The productive rule is introduced to cover the child's comprehension of sounds he does not yet produce, and the adaptive rule expands the notion of "developmental adequacy." (Author/LG)

**ED 098 792** FL 006 378

*Mackworth, Norman H. And Others*

*Prolonged Orientation to Pictorial Novelty in Severely Speech-Disordered Children. Papers and Reports on Child Language Development, No. 4.*

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 72

Note—8p.

Available from—Microforms International Marketing Corporation Inc., 380 Saw Mill River Road, Elmsford, New York 10523 (MF price on application, HC \$9.60)

Journal Cit—Neuropsychologia; v11 p443-450 1973

Document Not Available from EDRS.

Descriptors—"Aphasia, Children, Cognitive Development, "Comprehension, "Eye Fixations, Eye Movements, Language Development, Neurolinguistics, "Neurological Defects, Neurology, "Pictorial Stimuli, Speech Handicapped, Speech Pathology, Verbal Development, Visual Measures

The Mackworth wide-angle reflection eye camera was used to record the position of the gaze on a display of 16 white symbols. One of these symbols changed to red after 30 seconds, remained red for a minute of testing, and then became white again. The subjects were 10 aphasic children (aged 5-9), who were compared with a group of 10 normal children, matched for sex and age. The normal children showed a marked orientation of the gaze toward the novel red symbol, followed by the usual rapid habituation. The aphasic children showed two quite different types of failure. The children with severe impairment of verbal comprehension showed prolonged orientation without habituation: they continued to stare at the red circle for the entire minute that it was on view. The behavior of these children resembled that of brain-damaged adult patients, who are often unable to register or store what they have seen. The children with mild impairment of verbal comprehension had a very different kind of failure: an inadequate orientation toward the novel item, as well as a considerable wandering of the gaze away from the display. These results raise the question of whether the presence of prolonged visual orientation to novelty helps to identify brain-damaged children. (Author/KM)

**ED 098 793** FL 006 384

*Morehead, Donald M. Johnson, Maxine*

*Piaget's Theory of Intelligence Applied to the Assessment and Treatment of Linguistically Deviant Children. Papers and Reports on Child Language Development, No. 4.*

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 72

Note—20p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—"Child Language, "Cognitive Development, Cognitive Processes, "Intellectual Development, Intelligence, "Language Development, "Language Handicapped, Learning Theories, Linguistic Theory, Psycholinguistics, Retarded Speech Development

Identifiers—"Piagetian Theory

Since the 1950's there has been a tremendous shift in the way language and language behavior is viewed. The shift is characterized as a general movement away from surface observation and analysis to attempts at the description and analysis of underlying linguistic forms. The interest in underlying linguistic forms has, in a rather natural way, led investigators to confront once again the seemingly awesome relationship between language and cognition. In the area of child language, there have been some interesting attempts to describe cognitive precursors to language and the cognitive relations expressed in semantic intention. These cognitive aspects of language development have important implications in instruction and program development for the linguistically deviant child. (Author)

**ED 098 794** FL 006 403

*Greenlee, Mel*

*Interacting Processes in the Child's Acquisition of Stop-Liquid Clusters. Papers and Reports on Child Language Development, No. 7.*

Stanford Univ., Calif. Committee on Linguistics.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Apr 74

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Acoustic Phonetics, "Articulation (Speech), "Child Language, "Consonants, Contrastive Linguistics, "Language Development, Language Universals, Phonemes, Phonemics, Phonological Units, "Phonology, Pronunciation

Identifiers—"Consonant Clusters

Children's productions of words with stop-liquid clusters in the adult model are compared across six languages. Although the children learning these languages need not follow the same course of learning, processes operative on adult clusters are shown to be very similar. The children's productions all progressed through the same three major stages, and their alternative productions seemed to be controlled by similar temporal and phonological factors. (Author)

**ED 098 795** FL 006 429

*Glossary of Conference Terms: English, French, Arabic.*

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—386p.

Available from—UNESCO, 7, Place de Fontenay, 75700 Paris, France

**EDRS Price MF-\$0.75 HC Not Available from**

**EDRS. PLUS POSTAGE**

Descriptors—"Arabic, Charts, Conferences, "English, English for Special Purposes, "French, "Glossaries, Organizations (Groups), "Vocabulary, Word Lists

Identifiers—"Conference Terminology

The results of an idea jointly conceived by the International Labour Office (ILO), the Food and Agriculture Organization of the United Nations (FAO) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO), this work consists of three extensive glossaries of commonly used conference terms, classified under key words and alphabetically arranged for Arabic, English, and French respectively. The terms are presented in context with a view to illustrating current usage. Organization charts of the United Nations, ILO, FAO, and UNESCO in English, French, and Arabic are included. (Author/PMP)

ED 098 796 FL 006 466

Purbhoo, Mary Shapson, Stan  
 Transition from Italian: The First Year.  
 Toronto Board of Education (Ontario). Research  
 Dept.  
 Pub Date Sep 74  
 Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Bilingual Education, Bilingual Students, English, \*English (Second Language), \*Italian, \*Kindergarten, Language Instruction, Language Programs, Primary Education, \*Program Descriptions, Second Language Learning, Teaching Methods

This report describes the first year of a two-year experimental, transitional kindergarten program for children whose mother tongue is Italian. Begun in Toronto, Canada as the result of pressure from both the ethnic community and from educators, the program is designed to run for the two years of kindergarten (Junior and senior). The bilingual teacher, with the help of a bilingual teaching assistant, conducts classes using mainly Italian. English is introduced gradually with the intention that by the third year of school (i.e., grade 1), the pupils will be able to enter a regular program and learn to read and write in English. Comparisons made between the experimental group and children of similar backgrounds in regular English kindergarten programs revealed two major differences, favoring the experimental group: availability of the mother tongue resulted in a larger proportion of children participating in group conversations and in their parents having more contact with the school. Appendix A consists of background reports relating to the implementation of the program, and Appendix B contains copies of the observation schedules, teachers' rating instruments, and parents' questionnaires used for the project. Findings are detailed in Appendix C. (Author/PMF)

ED 098 797 FL 006 473

My Family.  
 Alaska State-Operated Schools, Anchorage.  
 Pub Date 74  
 Note—35p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*American Indian Languages, \*Bilingual Education, \*Elementary Education, English (Second Language), \*Eskimos, Instructional Materials, Language Instruction, Reading Instruction, \*Reading Materials, Textbooks  
 Identifiers—Alaska, \*Inupiat

This elementary reader is designed for use in a bilingual Inupiat-English program in Buckland and Deering, Alaska. It is the story of a small boy named Paul and his family. The Inupiat text and its English equivalent are never in opposition. The Inupiat text is presented on a picture page, with the English on the back. The illustrations, by J. Leslie Hanson, are in color. (PMP)

ED 098 798 FL 006 474

Teller Reader.  
 Alaska State-Operated Schools, Anchorage.  
 Pub Date 74  
 Note—114p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*American Indian Languages, \*Bilingual Education, \*Elementary Education, \*Eskimos, Instructional Materials, Reading Instruction, \*Reading Materials, Textbooks  
 Identifiers—Alaska, \*Inupiat

This elementary reader is designed for use in a bilingual Inupiat-English program. Developed by the people of Teller, Alaska, it consists of a series of short readings. The Inupiat text and its English equivalent are never in opposition. The Inupiat text is followed by a picture page, and the English text is always on the back of the picture page. This is done so that the student will read the Inupiat text without interference from the English. The illustrations, by J. L. Hanson, are in black and white. (Author/PMF)

ED 098 799 FL 006 490

Bodine, Ann  
 The Phonological System of a Five Year Old Mongoloid Boy. Papers and Reports on Child Language Development, No. 1.  
 Stanford Univ., Calif. Committee on Linguistics.  
 Pub Date Mar 70  
 Note—4p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Child Language, Language Ability, Language Development, \*Language Handicapped, Language Learning Levels, Language Patterns, Phonemics, Phonetics, Phonological Units, \*Phonology, \*Retarded Children, \*Retarded Speech Development

Mongoloid children appear to be useful candidates for studying difficult methodological problems found in developmental research. They represent a subpopulation in which general development is markedly slower than in the normal child and in which language development appears to be more dependent on age than general intellectual development. This report discusses some important considerations for studying a child with a restricted linguistic system, including data collecting, segmentation and glossing of utterances, and speech style. The subject of this study was a five-and-a-half-year-old mongoloid boy who was studied over a two-day period, and from whom 270 utterances were collected. Forty percent of the child's utterances were intelligible and could be segmented by intonational contours, pauses, change of speakers, and mean length of utterance. Establishing new criteria for glossing unintelligible utterances enabled most of the rest of the corpus to be glossed. An analysis of the glossable utterances classified as conversation showed that the child's style was characterized by: (1) volume changes, (2) phonetic changes relating to the other person's speech, (3) rephrasing when misunderstood, (4) vocal and gestural annoyance, and (5) gestures complementing the conversational context. A summary of the phonological analysis is provided. (Author/LG)

ED 098 800 FL 006 496

Watson, Karen Ann  
 Understanding Human Interaction: The Study of Everyday Life and Ordinary Talk.  
 Hawaii Univ., Honolulu. East-West Center.  
 Pub Date Aug 74  
 Note—13p.

Journal Cit—Topics in Culture Learning; v2 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cultural Awareness, Cultural Context, Cultural Exchange, \*Language Patterns, \*Language Usage, \*Oral Communication, Oral Expression, \*Social Relations, Social Structure, \*Sociolinguistics, Standard Spoken Usage

Culture learning includes the study not only of the highest artistic expression of a people, but also of the everyday patterns of communication and behavior. Recent sociolinguistic studies take the view that social rules, rights, and duties are properties not of individuals but of interaction itself, and are constantly changing. This implies that social organization derives not from an idealized structure but from continually evolving everyday life. In order to communicate in a language, therefore, it is necessary to learn a community's rules for speaking along with the language's grammatical structure. Conversational analysis may eventually be used to solve problems of culture learning and cross-cultural interaction. (CK)

ED 098 801 FL 006 497

Van Buren, H.  
 The American Way with Names.  
 Hawaii Univ., Honolulu. East-West Center.  
 Pub Date Aug 74  
 Note—23p.

Journal Cit—Topics in Culture Learning; v2 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*American English, Cultural Context, Cultural Factors, \*Language Patterns, \*Language Styles, \*Language Usage, Native Speakers, Speech Habits  
 Identifiers—Names, \*Nicknames

Americans tend to derive nicknames and more intimate affectionate nicknames from a person's formal first name; the type of name used depends on the social situation and the relationship between the two people. In many cases, for both masculine and feminine names, the nickname is derived from the first (or sometimes the second) syllable of the formal name, and the affectionate nickname is made by adding "ie" or "y." It is significant that in adult life, males are almost always addressed by the nickname, while it is considered permissible to use the affectionate nicknames for females. Variations in the pattern of naming

occur in the nicknames of certain politicians (Ike, JFK) or colorful or affectionate nicknames used by sports figures (Babe Ruth, Rosey Grier). (CK)

ED 098 802 FL 006 504

Dupuis, Henriette, Comp. Lalut, Jeanne, Comp.  
 Terminologie des appareils électroménagers  
 (Vocabulary for Electric Appliances).  
 Quebec Dept. of Education, Quebec. French  
 Language Office.  
 Pub Date 74  
 Note—97p.

Available from—Office de la langue française,  
 275, rue de l'Eglise, 5th étage, Quebec 2,  
 Canada

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Electrical Appliances, \*English, \*French, Glossaries, Language Instruction, Standard Spoken Usage, \*Vocabulary, Vocabulary Development, Word Lists

This glossary of common French words and expressions used in reference to major electric appliances is designed for consumers, producers, and advertisers. Emphasis is placed on current rather than technical French-Canadian vocabulary. The terms are classified into five sections according to type of appliance: (1) electric range, (2) refrigerator, (3) dishwasher, (4) clothes washer, and (5) clothes dryer. The English expression is listed together with its French equivalent. Illustrations and explanatory notes are included at the end of each section. A French index, an English index, and a bibliography conclude the pamphlet. (PMP)

ED 098 803 FL 006 505

Vocabulaire du téléphone (Telephone Vocabulary).  
 Quebec Dept. of Education, Quebec. French  
 Language Office.  
 Pub Date 74  
 Note—45p.; In French

Available from—Office de la langue française,  
 275, rue de l'Eglise, 5th étage, Quebec 2,  
 Canada

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*English, \*French, Glossaries, Language Instruction, Oral Communication, \*Standard Spoken Usage, \*Telephone Communication Systems, \*Vocabulary, Vocabulary Development, Word Lists

This glossary of words and expressions commonly used in telephone conversation is designed for telephone users and not for technicians. The booklet is divided into the following sections: (1) a discussion of telephone etiquette, (2) a detailed description of the telephone, (3) a French-English list of current expressions, and (4) an English-French vocabulary list. Section 5 consists of a French alphabetical index, and Section 6 is the English index. The emphasis is on correct French-Canadian usage; examples are given of "incorrect" French usage that results from English interference. (PMP)

ED 098 804 FL 006 506

de Villers-Sidani, Marie-Eva, Comp. And Others  
 La Vente promotionnelle: Vocabulaire général de la vente en magasin (Vocabulary Used for the Promotional Sale).

Quebec Dept. of Education, Quebec. French  
 Language Office.  
 Pub Date Jul 74  
 Note—23p.

Available from—Office de la langue française,  
 555, boulevard Dorchester ouest, 11th étage,  
 Montréal 128, Canada

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*English, \*French, \*Glossaries, Language Instruction, \*Merchandising, Standard Spoken Usage, \*Vocabulary, Word Lists

This vocabulary list consists of 84 commonly used terms and expressions pertaining to the sale of store merchandise. The vocabulary items are listed alphabetically in English, with the French equivalent given opposite the English. In many cases, explanatory notes and examples illustrating the use of individual items are included. An alphabetical index of French terminology often used incorrectly concludes the volume. (PMP)

ED 098 805 FL 006 523

Abarbanel, Joel I.  
 Hebrew Military Reader.  
 Defense Language Inst., Washington, D.C.

Spons Agency—Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date Nov 73

Note—197p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—\*Hebrew, Language Instruction, Military Personnel, \*Military Training, Reading Instruction, \*Reading Materials, \*Textbooks, Vocabulary, Word Lists

Designed to give the military student a broad range of vocabulary on military subjects and a general understanding of the structure and operations of the Israel Defense Forces, this reader parallels advanced materials prepared for Foreign Service students of Hebrew and consists of short reading passages, each followed by a vocabulary list (English/Hebrew). The language of the reader is at a level one might encounter in newspapers and in technical literature. Vowel marks have been deleted as they would be in such literature. It is recommended that the reader not be introduced until the basic structure of Hebrew has been mastered. Suggestions for using the reader in a classroom situation are given in an introduction to the text. (Author/PMP)

ED 098 806 FL 006 529

Maddison, Ian

A Possible New Cause of Tone-Splitting—Evidence from Cam, Yoruba, and Other Languages.

Pub Date Oct 74

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*African Languages, \*Articulation (Speech), Consonants, Contrastive Linguistics, Diachronic Linguistics, \*Intonation, Linguistic Theory, Phonetics, Phonology, Syllables, \*Tone Languages, Vowels, \*Yoruba

Identifiers—\*Cam, Niger Congo Language

This paper reviews the evidence that Proto-Niger-Congo was a tone language with only two level tones and seeks to find the evidence that will explain how some of the descendant languages have more than two tones. In particular it shows how synchronic tone rules in Cam and consonant correspondences between Cam and Yoruba suggest a new factor in historical tone splitting—the difference between fortis and lenis articulation—may have been discovered. (Author)

ED 098 807 FL 006 556

Campbell, Patricia A.

A Guide to Planning Foreign Language Teachers Conferences.

Pub Date Jul 74

Note—74p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Conferences, Guidelines, \*Guides, \*Language Teachers, Meetings, \*Planning Meetings, State Supervisors, Surveys

This project was undertaken to develop a formal guide for planning foreign language teachers' conferences. This work is a response to the need for guidance in planning meetings expressed by past chairmen of the conferences of the Washington Association of Foreign Language Teachers. The project was conducted by: (1) researching both the published material on the subject (of which there is very little) and the unpublished material (taken from the files of former conference chairmen); and (2) requesting information, via letter, of all state foreign language supervisors (20 of whom responded). The guide, presented here, offers specific conference planning procedures, which include: (1) the mechanics of organizing a conference, (2) location planning, (3) speaker selection and direction, (4) suggested committees and duties, (5) exhibits, (6) program planning, (7) housing and boarding arrangements. Recommendations for further study are made, and a bibliography, checklists, and sample forms are provided. (LG)

ED 098 808 FL 006 582

Logan, Gerald E.

Preparing and Using Self-Teaching Units for Foreign Languages.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date Dec 74

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Autoinstructional Aids, \*Autoinstructional Methods, Autoinstructional Programs, Behavioral Objectives, Independent Study, Individualized Instruction, Instructional Materials, \*Language Instruction, Language Tests, Learning Activities, \*Second Language Learning, \*Teacher Developed Materials

Each self-teaching unit is designed to teach a specific concept or skill. A unit consists of: (1) a stated performance or behavioral objective, (2) activities to enable the student to achieve the objective, and (3) a test to determine whether or not he has succeeded. This booklet begins with a description of the performance objective, and several sample objectives are presented. Section 2 contains suggestions on the selection and presentation of learning activities. In section 3, suggestions are made concerning ways in which self-teaching units can be used. Part 4 is devoted to the construction of a self-teaching unit. A self-instructional lesson is presented as a sample, and the booklet concludes with recommendations concerning the teacher's choice of learning medium and effective evaluation procedures. (PMP)

ED 098 809 FL 006 586

Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education.

Center for Applied Linguistics, Washington, D.C.

Pub Date Nov 74

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Academic Standards, Administrator Guides, Biculturalism, \*Bilingual Education, \*Guidelines, Performance Based Teacher Education, Program Design, Program Evaluation, \*Teacher Certification, \*Teacher Education, \*Teacher Qualifications, Teaching Quality

This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher programs. The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education. These guidelines were developed at a conference of specialists in bilingual education sponsored by the Center for Applied Linguistics, August 5-6, 1974. (Author/KM)

ED 098 810 95 FL 006 598

Secondary School Curriculum Guide: Foreign Language.

Cranston School Dept., R.I.; Rhode Island State Dept. of Education, Providence. Bureau of Grants and Regulations.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—88p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Curriculum Guides, Educational Objectives, French, Italian, \*Language Instruction, \*Secondary Education, Spanish

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Designed to serve as a resource for teachers, students, department chairmen, guidance personnel, and curriculum planners, this curriculum guide is divided into the following sections: (1) basic language plan, (2) first year French, (3) French grammar, (4) second year French, (5) third year French, (6) first year Italian, (7) second year Italian, (8) third year Italian, (9) fourth year Italian, (10) first year Spanish, (11) second year Spanish, (12) third year Spanish, (13) fourth year Spanish, and (14) Spanish culture and civilization. At least one major objective is stated for each section of the guide. This objective is a broad statement encompassing the work of large units or entire sections. Numbered sub-objectives are also included. They are specific statements intended to indicate the level of learning, the course content, and the means of evaluation. Nearly all of the objectives are followed by a list of suggested activities. (Author/PMP)

ED 098 811

Legum, Stanley Emanuel

"While"-Clauses in English.

Pub Date Jan 75

Note—132p.; Ph.D. Dissertation, University of Texas at Austin

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—American English, \*Deep Structure, Grammar, \*Linguistic Theory, \*Sentence Structure, Standard Spoken Usage, \*Structural Analysis, \*Surface Structure, Transformation Generative Grammar

Identifiers—\*Clauses

Constraining linguistic metatheory by demanding that it allow the construction of grammars for all the frequently occurring idiolects of standard American English is shown to narrow the choices among competing theoretical positions. In this way data from a nonhomogeneous speech community are used to illuminate rather than cloud a theoretical question. "While"-clauses are taken as exemplary of the class of English adverbial clauses in general and temporal clauses in particular. In surface structure, "while"-clauses are shown to be Chomsky adjoined to the verb phrase if postposed and to be attached directly to the S-node if preposed or medial. Following M. Geis (1970) the internal structure is shown to be that of an adverbial relative clause. A rule of Oblique Equi-NP Deletion is motivated to account for subjectless "while"-clauses. Two alternative deep structure sources for "while"-clauses are discussed: The higher-S and lower-S analyses. Data from 345 native speakers of English are shown to require the construction of three distinct grammatical descriptions of the constraints on Oblique Equi-NP Deletion. Requiring that linguistic theory allow just these grammars to be written eliminates the possibility of constructing grammars in which no rules are extrinsically ordered. The higher-S analysis is shown to require a serious violation of the Strict Cycle Condition, while the lower-S analysis is shown to require the use of an ad hoc category and to predict the existence of a dialect of dubious existence. (Author/KM)

ED 098 812 FL 006 603

Delahoussaye, Hazel

Bilingual Education, The Louisiana Story: Teaching French to French Speaking Children.

Pub Date 29 Nov 74

Note—10p.; Paper presented at the 1974 Joint Meeting of ACTFL, AATF, and AATSP (Denver, Colorado, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, Curriculum Planning, Educational Planning, English, \*French, Program Content, \*Program Descriptions, Program Evaluation, Teaching Methods

Identifiers—\*Louisiana

A description of the St. Martin Parish French/English bilingual project, one of five such programs in Louisiana, is presented. Now in its fifth year of operation, the St. Martin project serves the rural communities of Breaux Bridge and Parks, in classes from kindergarten through grade 5. Detailed here are the project's policies on staff development, curriculum planning and implementation, and progress reporting. Activities of the Parent Advisory Committee, involving parents of project participants and other interested community members, are also described. The following four factors lending supportive evidence for the success of the bilingual education program in St. Martin Parish are summarized: (1) Studies show that approximately 85 percent to 90 percent of the performance objectives for both the English and French areas of instruction have been achieved by 70 percent or more of the students; (2) pre- and posttest comparisons reveal that bilingual education program students do as well as or better than nonbilingual students on achievement tests; (3) differences in grade equivalent scores are significantly higher in favor of bilingual education students; (4) the Bilingual Education Program has been strongly supported by members of the community. (Author/PMP)

ED 098 813 FL 006 604

Ney, James W. Eberle, Donella K.

**A Selected Bibliography on Bilingual/Bicultural Education.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date Jan 75

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Anthologies, Applied Linguistics, \*Biculturalism, \*Bilingual Education, Dialect Studies, English (Second Language), Linguistics, Linguistic Theory, Psychology, Sociology, Surveys, Textbooks

This selected bibliography presents a listing of available articles, surveys, textbooks, and anthologies in the field of bilingual/bicultural education. Equal emphasis is given to theory and application. Works which might be considered on the fringe of bilingual/bicultural education are not excluded; papers dealing with linguistics, psychology, sociology, dialectology, foreign language teaching, and English as a second language are also found here. Each of the 30 entries is annotated, and the ERIC ED number is given wherever possible. (PMP)

ED 098 814 FL 006 605

DeRocher, James E. And Others

**The Counting of Words: A Review of the History, Techniques and Theory of Word Counts with Annotated Bibliography.**

Syracuse Univ. Research Corp., N.Y.

Spons Agency—Defense Language Inst., Washington, D.C.

Report No.—AD-775-922; SURC-TR-73-177

Pub Date May 73

Note—302p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-775 922; MF-\$1.45; HC-\$18.00)

EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Computational Linguistics, Contrastive Linguistics, Descriptive Linguistics, Diachronic Linguistics, Etymology, \*Language Research, \*Mathematical Linguistics, \*Structural Analysis, Vocabulary, \*Word Frequency, \*Word Lists

As part of a continuing project of language analysis, SURC presents an essay on the nature and history of frequency counts. The first section deals with the history of such counts and traces them from Early Hellenic times to the present. Section 2 is an analysis of techniques used and describes the capabilities and limitations of frequency counts taken in both English and foreign languages. Section 3 is an analysis of the statistical lawfulness of vocabulary distributions and presents a comparison and evaluation of the theoretical models used to describe vocabulary distributions. Section 4 is an annotated bibliography with an author index provided. (Author)

ED 098 815 FL 006 606

Miron, Murray S. Pratt, Charles C.

**Manual for the Development of Language Frequency Counts.**

Syracuse Univ. Research Corp., N.Y.

Spons Agency—Defense Language Inst., Washington, D.C.

Report No.—AD-775-923; SURC-TR-73-235

Pub Date Jun 73

Note—60p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-775 923; MF-\$1.45; HC-\$6.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Computational Linguistics, Descriptive Linguistics, Diachronic Linguistics, Etymology, \*Language Research, \*Manuals, \*Mathematical Linguistics, Research Methodology, Structural Analysis, Vocabulary, \*Word Frequency, \*Word Lists

As part of a continuing project of language analysis, SURC presents its final manual. This manual is an explanation of the procedures used to collect and analyze data for this project. After explaining the theory and application of the methodology, the manual discusses specific problems encountered in the design, administration, and analysis of the language data collected. (Author/NTIS)

ED 098 816 FL 006 607

Miron, Murray S.

**Spoken Language Vocabulary and Structural Frequency Count: English Data Analyses.**

Syracuse Univ. Research Corp., N.Y.

Spons Agency—Defense Language Inst., Washington, D.C.

Report No.—AD-775-924; SURC-TR-73-208

Pub Date Mar 73

Note—322p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-775 924; MF-\$1.45; HC-\$19.25)

**Document Not Available from EDRS.**

Descriptors—Computational Linguistics, \*Data Analysis, \*English, Etymology, Language Usage, Mathematical Linguistics, Oral Expression, Semantics, \*Sentence Structure, Speech, Structural Analysis, \*Vocabulary, \*Word Frequency, Word Lists

The report is a frequency analysis of vocabulary and sentence patterns in the English language. The corpora used are a media sample, a discussion session, elicited sentences, and words elicited for frame sentences. The outputs are the following frequency tables: (1) Semantic frequency of combined corpus (media, discussion, elicited sentences) listed alphabetically with inflectional and derivational variants as subentries; (2) semantic frequency of combined corpus listed by frequency; (3) sentence pattern frequency from corpus of elicited sentences; (4) H-ranks and phi-coefficients for corpus of elicited words. (Author)

ED 098 817 FL 006 608

Sukle, Robert J. And Others

**Spoken Language Vocabulary and Structural Frequency Count: Japanese Data Analyses.**

Syracuse Univ. Research Corp., N.Y.

Spons Agency—Defense Language Inst., Washington, D.C.

Report No.—AD-775-925; SURC-TR-73-228

Pub Date Jun 73

Note—465p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-775 925; MF-\$1.45; HC-\$26.25)

**Document Not Available from EDRS.**

Descriptors—Computational Linguistics, \*Data Analysis, Etymology, \*Japanese, Language Usage, Mathematical Linguistics, Oral Expression, Semantics, \*Sentence Structure, Speech, Structural Analysis, \*Vocabulary, \*Word Frequency, Word Lists

The report is a frequency analysis of vocabulary and sentence patterns in the Japanese language. The corpora used are a media sample, a discussion session, elicited sentences, and words elicited for frame sentences. The outputs are the following frequency tables: (1) semantic frequency of combined corpus (media, discussion, elicited sentences) listed alphabetically with inflectional and derivational variants as subentries; (2) semantic frequency of combined corpus listed by frequency; (3) sentence pattern frequency from corpus of elicited sentences; (4) H-ranks and phi-coefficients for corpus of elicited words. (Author)

ED 098 818 FL 006 609

Rubama, Ibrahim. And Others

**Spoken Language Vocabulary and Structural Frequency Count: Swahili Data Analyses.**

Syracuse Univ. Research Corp., N.Y.

Spons Agency—Defense Language Inst., Washington, D.C.

Report No.—AD-775-926; SURC-TR-73-229

Pub Date Jun 73

Note—301p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-775 926; MF-\$1.45; HC-\$18.25)

**Document Not Available from EDRS.**

Descriptors—Computational Linguistics, \*Data Analysis, Etymology, Language Usage, Mathematical Linguistics, Oral Expression, Semantics, \*Sentence Structure, Speech, Structural Analysis, \*Swahili, \*Vocabulary, \*Word Frequency, Word Lists

The report is a frequency analysis of vocabulary and sentence patterns in the Swahili language. The corpora used are a media sample, a discussion session, elicited sentences, and words elicited for frame sentences. The outputs are the following frequency tables: (1) semantic frequency of combined corpus (media, discussion, elicited sen-

tences) listed alphabetically with inflectional and derivational variants as subentries; (2) semantic frequency of combined corpus listed by frequency; (3) sentence pattern frequency from corpus of elicited sentences; (4) H-ranks and phi-coefficients for corpus of elicited words. (Author)

ED 098 819 95 FL 006 610

**A Process Evaluation of the Bilingual Education Program, Title VII, Elementary and Secondary Education Act, Vol. 1 and Vol. 2.**

Development Associates, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Dec 73

Contract—OEC-0-72-5019

Note—402p.

EDRS Price MF-\$0.75 HC-\$19.80 PLUS POSTAGE

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Data Analysis, \*Educational Planning, \*Formative Evaluation, Language Instruction, Language Programs, \*Program Descriptions, \*Program Evaluation, Program Planning

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This report summarizes the current status of bilingual education programs in the United States. It is the result of a study conducted to develop planning data as well as the data necessary for the design of future studies and evaluations of bilingual efforts. In the first section of Volume 1, the objectives and methodology of the study are described. Section 2 consists mainly of a discussion of study project data and a summary of conclusions. In Section 3, a list of recommendations is presented. This list is organized into five categories: (1) recommendations for future research or study action, (2) recommendations impacting on United States Office of Education national policy, (3) recommendations on the definition of bilingual education terminology, (4) recommendations concerning Title VII project operations, and (5) recommendations to enhance local Title VII project support. Volume 2 of this report is a more detailed version of Volume 1 and includes all supporting data. (Author/PMP)

ED 098 820 FL 006 611

Brod, Richard I.

**A National Foreign Language Program for the 1970's.**

Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-2089

Pub Date Jun 73

Contract—OEC-0-72-2489

Note—25p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Academic Standards, Bilingual Education, Cocurricular Activities, Humanistic Education, \*Language Instruction, \*Language Programs, Modern Languages, \*National Programs, Quality Control, \*Second Language Learning, Teacher Education, Uncommonly Taught Languages

Responding to a need expressed by a number of active foreign language teaching professionals, the Modern Language Association of America (MLA) began in 1972 to explore the possibility of a new national foreign language program. A steering committee was appointed by the MLA Executive Council to draft an outline of such a program. The present work is the final report of that committee. The report begins with a description of the steering committee and its goals and a brief history of foreign language teaching in America. The necessity of viewing language study as a humanistic endeavor with a vital humanizing power is discussed in Section 3. In Section 4, called "An Outline for Action," specific suggestions are made concerning: (1) public awareness of the importance of language study, (2) professional awareness and coordination, (3) classroom organization and techniques, (4) extracurricular programs, (5) bilingual education, (6) the uncommonly taught languages, and (7) quality control and national standards for language teaching and teacher training. (Author/PMP)

**ED 098 821** FL 006 612

Buck, Kathryn, Comp. Haase, Arthur, Comp.  
Textbooks in German 1942-1973: A Descriptive Bibliography.

Modern Language Association of America, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-2-2089

Pub Date [74]

Contract—OEC-0-72-2489

Note—173p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS**

**POSTAGE**

Descriptors—\*Annotated Bibliographies, Anthologies, \*German, Higher Education, \*Instructional Materials, Junior High Schools, Language Instruction, Secondary Education, Supplementary Textbooks, \*Textbooks  
Identifiers—National Defense Education Act Title VI, NDEA Title VI

This annotated bibliography lists German textbooks published in the United States for use in junior high, high school, and college by students whose first language is English. Intended for those interested in researching old and writing new texts, as well as for those searching for an extant volume for classroom use, the bibliography consists of 645 entries. With the exception of a few books published prior to 1942 which are still in print, all books listed were published between 1942 and 1973. The texts are categorized according to their main pedagogical purpose, and each appears only once. The categories are: (1) beginning texts; (2) intermediate texts; (3) integrated series; (4) science grammars; (5) reference grammars; (6) composition and conversation texts; (7) general readers; (8) cultural readers and anthologies; (9) science and other area readers; and (10) anthologies of poetry, prose, and drama. In appendix A supplementary materials of the following types are cited: (1) workbooks, (2) phonetics and pronunciation texts, (3) word and idiom lists, (4) self-teaching books, (5) guides for travelers, (6) translation texts, and (7) dictionaries. Appendix B consists of general bibliographic references and a list of works on language teaching methodology. (PMP)

**ED 098 822** FL 006 613

Gougher, Ronald L., Ed. Bockman, John F., Ed.  
Individualization of Foreign Language Learning in America, No. 7.

West Chester State Coll., Pa. Dept. of Foreign Language.

Pub Date Dec 73

Note—8p.; Best available copy

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Course Descriptions, Individualized Curriculum, \*Individualized Instruction, \*Individualized Programs, \*Language Instruction, \*Newsletters, \*Second Language Learning, Student Attitudes, Teacher Workshops, Teaching Methods

This newsletter begins with an editorial on the meaning of individualization in education. In his article "Individualizing Instruction for Teachers: Current Efforts in Individualization," T.B. Kalivoda describes an individualized oral language course at the University of Georgia called "Oral Spanish for Teachers." An article by C. L. Creed on individualized instruction and student attitudes is also presented. Other entries include a comment on the importance of learning activity packets, suggestions about self-instructional programs in the uncommonly taught languages, and a brief discussion of the need to clarify the meaning of individualized instruction and student-centered learning. A description of graduate level workshops at West Chester State College during the summer of 1973 concludes the newsletter. (PMP)

**ED 098 823** FL 006 614

Guidelines for Foreign Language Education in the Seventies/FRENCH.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.

Pub Date 73

Note—87p.; For related documents, see FL 006 614-618

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

**POSTAGE**

Descriptors—Curriculum Development, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Elementary Secondary Education, Junior High Schools, \*Language Instruction, \*Language Skills, \*Latin, Latin Literature, Secondary Education, \*Second Language Learning, Skill Development, Teaching Methods

ry Education, \*Elementary Secondary Education, \*French, French Literature, Junior Colleges, Junior High Schools, \*Language Instruction, \*Language Skills, Secondary Education, \*Second Language Learning, Skill Development, Teaching Methods

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to French instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The guidelines, which describe learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, are grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. Development of students' expected mastery of the French language and culture is traced in an outline of sequential language instruction programs. Emphasis is given to individualized instruction and the development of listening, speaking, reading, and writing skills. A bibliography and a list of sources of audiovisual and other instructional materials are appended. (CK)

**ED 098 824** FL 006 615

Guidelines for Foreign Language Education in the Seventies/SPANISH.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.

Pub Date 73

Note—69p.; For related documents, see FL 006 614-618

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

Descriptors—Curriculum Development, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Elementary Secondary Education, Junior Colleges, Junior High Schools, \*Language Instruction, \*Language Skills, Secondary Education, \*Second Language Learning, Skill Development, \*Spanish, Spanish American Literature, Spanish Culture, Spanish Literature, Teaching Methods

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to Spanish instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The guidelines, which describe learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, are grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. Development of students' expected mastery of the Spanish language and culture is traced in an outline of sequential language instruction programs. Emphasis is given to individualized instruction and the development of listening, speaking, reading, and writing skills. A bibliography and a list of sources of audiovisual and other instructional materials are appended. (CK)

**ED 098 825** FL 006 616

Guidelines for Foreign Language Education in the Seventies/RUSSIAN.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.

Pub Date 74

Note—63p.; For related documents, see FL 006 614-618

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

Descriptors—Curriculum Development, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Elementary Secondary Education, Junior Colleges, Junior High Schools, \*Language Instruction, \*Language Skills, \*Russian, Russian Literature, Secondary Education, \*Second Language Learning, Skill Development, Teaching Methods

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to Russian instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The guidelines, which describe learning objectives,

teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, are grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. Development of students' expected mastery of the Russian language and culture is traced in an outline of sequential language instruction programs. Emphasis is given to individualized instruction and the development of listening, speaking, reading, and writing skills. A bibliography and a list of sources of audiovisual and other instructional materials are appended. (CK)

**ED 098 826** FL 006 617

Guidelines for Foreign Language Education in the Seventies/LATIN.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.

Pub Date 73

Note—44p.; For related documents, see FL 006 614-618

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Curriculum Development, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Elementary Secondary Education, Junior Colleges, Junior High Schools, \*Language Instruction, \*Language Skills, \*Latin, Latin Literature, Secondary Education, \*Second Language Learning, Skill Development, Teaching Methods

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to Latin instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The curriculum guide, which describes learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, is grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. The sections for K-6 and junior colleges consist only of general suggestions rather than specific curriculum guidelines. Development of students' expected mastery of the Latin language and culture is traced in an outline of sequential language instruction programs. It is believed that the study of Latin will help the student expand his English vocabulary through the use of Latin roots, prefixes, and suffixes, and will illuminate ancient history and civilization as well. Emphasis is given to individualized instruction and the development of reading comprehension, as well as English language skills. A bibliography and a list of sources of audiovisual instructional materials are appended, as well as excerpts from two studies underscoring the value of Latin study for a student's English reading ability. (CK)

**ED 098 827** FL 006 618

Guidelines for Foreign Language Education in the Seventies/GERMAN.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.

Pub Date 73

Note—66p.; For related documents, see FL 006 614-617

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

**POSTAGE**

Descriptors—Curriculum Development, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Elementary Secondary Education, \*German, German Literature, Junior Colleges, Junior High Schools, \*Language Instruction, \*Language Skills, Secondary Education, \*Second Language Learning, Skill Development, Teaching Methods

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to German instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The guidelines, which describe learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, are grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. Development of students' expected mastery of the German language and culture is traced in an outline of sequential language instruction programs. Emphasis is given to individualized instruction and the development of listening, speaking, reading, and writing skills. A bibliography and a list of sources of audiovisual and other instructional materials are appended. (CK)

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ED 098 828 FL 006 620

Chafe, Wallace L.  
An Approach to Verbalization and Translation by Machine. Final Report.

California Univ., Berkeley. Dept. of Linguistics; Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—RADC-TR-74-271

Pub Date Oct 74

Note—122p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

POSTAGE

Descriptors—\*Artificial Intelligence, Cognitive Processes, \*Computational Linguistics, \*Computer Programs, Concept Formation, English, \*Information Processing, Japanese, Lexicology, \*Machine Translation, Models, Syntax Identifiers—\*Verbalization

The report documents performance on a 24-month R&D effort oriented toward the development of a computerized model for machine translation of natural languages. The model is built around a set of procedures called verbalization, intended to stimulate the processes employed by a speaker or writer in turning stored information into words. Verbalization is seen to consist of subconceptualization and lexicalization processes which involve creative choices on the part of the verbalizer, together with algorithmic syntactic processes determined by the language being used. Translation is viewed as (1) the reconstruction of the verbalization processes which went into the original source language text and (2) the application of parallel verbalization processes in the target language. The target language verbalization looks for creative choices to the source language verbalization and tries to apply corresponding choices simultaneously with application of syntactic processes dictated by the grammar of the target language. Verbalization and translation processes are illustrated in some detail with examples taken from English and Japanese. Some of these processes have been implemented in an interactive program on CDC 6600 at the Lawrence Berkeley Laboratory (AEC), but the main intent of the report is to demonstrate the kinds of processes that need to be incorporated in such a system. (Author)

ED 098 829 FL 006 621

Papalia, Anthony

Supervision of Student Teachers in Foreign Languages: A Practical Guide for Cooperating Teachers.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Pub Date 74

Note—32p.; For related documents, see FL 006 622 and 623

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—\*Cooperating Teachers, Language Instruction, \*Language Teachers, \*Practicum Supervision, Second Language Learning, Student Teachers, \*Student Teaching, Teacher Education, \*Teacher Evaluation, Teacher Qualifications, Teaching Experience, Teaching Guides

This manual was written for cooperating teachers who plan to participate in the training of student teachers in foreign languages. It begins with a short questionnaire to be filled out by the cooperating teacher, designed to help the teacher decide how he or she actually feels about working with a student teacher. In the next section of the guide, suggestions are made concerning an orientation program for the student teacher, followed by a list of suggested activities for the first few weeks of the student teacher's working session. The sample student teacher observation sheet provided next is to be filled out daily by the cooperating teacher. A detailed checklist for evaluating the student teacher's personal characteristics, general teaching ability, foreign language ability, and professionalism is presented, followed by suggested criteria for making these evaluations. The guide concludes with an analysis of foreign language teacher competency requirements. (PMP)

ED 098 830 FL 006 622

Papalia, Anthony

Evaluating Instruction in the Foreign Language Classroom: A Guide for Department Chairmen.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Pub Date 75

Note—35p.; For related documents, see FL 006 621 and 623

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—\*Administrator Guides, Cooperating Teachers, \*Department Directors (School), Evaluation Criteria, Evaluation Methods, \*Language Instruction, \*Language Teachers, Performance Based Teacher Education, \*Teacher Evaluation, Teacher Supervision

This guide is designed for use by foreign language department chairpersons. The following topics are discussed: (1) goals of supervision, (2) the attitude of a good evaluator, (3) basic principles and purposes of supervisory visits, (4) what to look for during the supervisory visit, (5) the followup conference, (6) how to use the instruments for evaluating instruction, and (7) guidelines to be used during classroom observation. General guidelines for evaluating foreign language programs are offered, and an extensive list of foreign language teacher competencies taken from "A Competency-Based and Field-Centered Teacher Education Program in French," is provided. Sample teacher evaluation forms are also included. (PMP)

ED 098 831 FL 006 623

Papalia, Anthony

A Competency-Based and Field-Centered Teacher Education Program in French: Teacher Competencies and Evidence of Achievement.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Pub Date 74

Note—31p.; For related documents, see FL 006 621 and 622

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Educational Programs, \*French, Higher Education, Language Instruction, \*Language Teachers, \*Performance Based Teacher Education, \*Program Descriptions, Second Language Learning, Student Teachers, Student Teaching, Teacher Certification, \*Teacher Education, Teacher Qualifications, Team Leader (Teaching)

The foreign language teacher training program described here is competency-based and therefore assumes the use of stated assessment criteria. Foreign language teacher competencies are listed in three categories: (1) content area, (2) learning-teaching process, and (3) teacher-school-community and profession. The team leader responsible for evaluating an intern's performance is required to provide supportive evidence for his judgements in each competency area. This evidence can include annotated interviews, annotated observations, video and/or tapes, and simulations and reports of cooperating teachers. Many of the competencies listed here can be measured objectively, others only subjectively. For those competencies which are most subjective, parameters of behavior are included to guide team leaders and interns. The SUNY Buffalo program leading to a provisional certificate in the teaching of French is described in detail. (Author/PMP)

ED 098 832 FL 006 627

Saporta, Sol

Language in a Sexist Society.

Pub Date Dec 74

Note—9p.; Paper presented at the Annual Meeting of the Modern Language Association of America (New York, New York, December 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*Discriminatory Attitudes (Social), \*English, \*Language Patterns, \*Language Usage, Metaphors, Semantics, \*Sex Discrimination, Sex Role, Sex Stereotypes, Sociolinguistics, Standard Spoken Usage, Syntax Identifiers—Epithet, Euphemism, \*Sexism

No attempt is made here to construct a theory about language and sexism, but examples of English usage are provided as data which would have to be accounted for by any general statements regarding the nature and function of sexist

language in our society. The examples are taken from the English lexicon and syntactic structure, with emphasis on asymmetrical constructions, metaphorical terms, euphemisms, and epithets. (PMP)

ED 098 833 FL 006 628

Crane, L. Ben

The Social Stratification of /al/ in Tuscaloosa, Alabama.

Pub Date 73

Note—22p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Age Differences, Dialect Studies, \*Phonological Units, Phonology, \*Pronunciation, \*Regional Dialects, \*Social Dialects, Social Stratification, \*Sociolinguistics, Southern States

Identifiers—Alabama, \*Tuscaloosa

This study is a sociolinguistic analysis of the variant pronunciation of /al/, a selected phonological variable, by white informants in Tuscaloosa, Alabama. Through a purposive sampling procedure, 56 informants were interviewed to determine their pronunciation of /al/. Informants were ranked according to education, income, and occupation to determine social class. Specific environments of /al/ were chosen for study. Conclusions show that the highest social class and the youngest age group produce the closest pronunciation to broadcast standard. (Author)

## HE

ED 098 834 HE 005 631

Manne, Henry G.

The Political Economy of Modern Universities.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date 71

Note—13p.; Major portion of an address to trustees and guests of the Foundation for Economic Education

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Freedom, Administrative Principles, Educational Administration, \*Educational Economics, \*Governance, \*Higher Education, Management, Political Attitudes, Trustees, \*Universities, \*University Administration

Until the end of the 19th century there were basically two traditions in American universities, all of which, for practical purposes, were private, nonprofit institutions. The first and unquestionably more important of these traditions was that of the church-related college. The second great tradition was the notion of elitist, liberal education. The big change in American higher education patterns came with the expansion of state university systems, particularly after the Morrill Acts of 1862 and 1890. Presently, there are three conceivable organizational schemes for the operation of universities. These are the free market organization, dictatorship, and a cooperative system. The university world is presently in the process of passing from the second to the third of these without the first ever having been seriously tried. The third model, the co-op model, is meant to imply joint ownership by a large group of people. But multiple ownership with delegated, centralized management and transferable interests guarantees results quite different from those found in the typical business corporation. The net result of this form of administration and decisionmaking is inevitably a negotiated compromise of the various conflicting interests within the faculty. One of the less publicized effects of this developing organizational system is the extreme difficulty in implementing any innovation or change. This entire arrangement is bolstered by arguments about academic freedom, which most often is a claim for power without responsibility. (Author/PG)

ED 098 835 HE 005 691

Womack, Farris W. McCluskey, Jimmy D.

The American College Test as a Predictor of Success on the College Level Examination Program.

Pub Date 15 Nov 74

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Admission Criteria, \*Equivalency Tests, \*Evaluation Methods, \*Higher Education, \*Measurement Instruments, \*Student Certification, Test Interpretation  
 Identifiers—ACT, Admission College Test, CLEP, \*College Level Examination Program

More than half of the colleges and universities in the U.S. require entering freshmen to present scores on the American College Test (ACT) as a condition of admission. Within recent years, colleges and universities have been asked to determine procedures whereby prior educational achievement and life experiences could be evaluated and college level credit could be awarded. One response to this need has been the College Level Examination Program (CLEP). As interest in CLEP grew, it became readily apparent that validation of prior achievement and experience needed additional information in order to make realistic choices. Since the ACT examination already had been established as a condition for admission, the ACT appeared to be the most satisfactory instrument to use for predicting success on CLEP. The method that proved to be most satisfactory was the tally matrix from which probabilities were computed, as described in this report. The probabilities of earning credit based on ACT scores are disclosed in the tables accompanying the text. The method described for obtaining probabilities was computerized, thus permitting a generalized application of the technique. Nevertheless, the procedure can be accomplished manually and can be of significant value in counseling students, in program planning, and in evaluation monitoring of the CLEP program. (Author/PG)

**ED 098 836** HE 005 993  
 Cleveland, Harlan

**The Little League and the Imperatives of Interdependence.**  
 Pub Date 19 Nov 74

Note—13p; Paper presented at the Annual Meeting of the National Association of State Universities and Land Grant Colleges (Washington, D.C., November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Cross Cultural Studies, \*Cross Cultural Training, \*Educational Objectives, \*Higher Education, Institutional Role, \*International Education, \*Speeches

The adult leaders of the Little League baseball organization announced that their "world series" would be limited to American teams. This raises a question about the capacity of Americans to adjust to a world in which power is diffused and centers of decision are plural. First one must consider whether the leaders of public higher education still have jurisdiction over what is taught and learned in college, or whether future decisions about education are going to come from the outside communities that both criticize and support higher education. Who gets in and what they need to succeed when they emerge has passed largely out of the jurisdiction of higher education's leaders. The author suggests that the policy of meeting each new demand by increasing present course structures has gone far enough. It may be time for a new kind of core curriculum, including training in integrative brainwork, a capacity for self-analysis, education about social goals, public purposes, and ethics, some practice in real-world negotiation, and some knowledge required to take up citizenship in the world. Americans must be able to cope with the world interdependence. The capacity of Americans to cope with interdependence will depend most on two factors—the nature of their education and the quality of their leadership. (Author/PG)

**ED 098 837** HE 006 008  
 Barkin, Thomas G.

**Legal Implications of the Office Education Criteria for the Self-Supporting Student. Discussion Paper No. 222-74.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.  
 Pub Date Sep 74  
 Note—42p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*College Students, Equal Protection, \*Higher Education, \*Legal Responsibility, \*Student Costs, \*Tuition

This paper is a legal analysis of the constitutionality of the Office of Education criteria for

defining a self-supporting student. The criteria suggest a student cannot have been claimed as an income tax dependent, nor received more than \$600, nor have lived at his parents home more than 14 consecutive days in the year for which aid is received or the year prior to that in which aid is received. The "self-supporting" definition is measured against two constitutional requirements. Equal protection is the first. It is concluded that the rules impair no fundamental rights nor contain any suspect criteria. In addition, flaws incidental to the operation of the statute do not seem severe enough to overcome the presumption of constitutionality. The criteria seem to be a reasonable exercise of legislative authority. Second, the statute is analyzed to find whether due process of law is denied because an "irrebuttable presumption contrary to facts" is created. Despite the findings by the Supreme Court that a Food Stamp Act using a definition similar to one of the elements in the Office of Education rules was unconstitutional, it seems that the Office of Education criteria would pass judicial scrutiny. The paper concludes that if the system of allocating financial aid is to be reformed it must be done via the legislative process. One possible reform is an appeals board to provide funds for students who fall just outside the self-support criteria. (Author/MJM)

**ED 098 838** HE 006 015

Fincher, Cameron  
**Regional Goals in Higher Education.**  
 Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 74  
 Note—31p.

Available from—Institute of Higher Education, University of Georgia, Athens, Georgia 30602 (\$2.00)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Educational Planning, \*Higher Education, \*Planning, Statewide Planning

In 1961 the Southern Regional Education Board published the report of its Commission on Goals for Higher Education in the South. The regional goals articulated in 1961 by the SREB Commission on Goals have been studied in an effort to assess the degree to which they have been accomplished during the past 13 years. The rationale for assessing accomplishment has involved a survey questionnaire mailed to representative samples of five regional associations believed to have an active interest in regional development. The intent of the survey was to tap the informed opinions of faculty members in Southern colleges and universities who might have a special interest in regional progress in higher education. Analysis of these responses indicated that very few of the goals stated in 1961 are perceived as fully accomplished in 1974. Although the respondents were emphatic in their judgment of progress, they indicate that the majority of goals still remain viable for the Southern region. Many respondents would see the Southern region renew its efforts to cast out its double standard of the past, its traditional failure to embrace academic standards, and its lack of general academic excellence. (Author/PG)

**ED 098 839** HE 006 016

Fincher, Cameron  
**Simulation Techniques in Training College Administrators.**

Georgia Univ., Athens. Inst. of Higher Education.  
 Pub Date 73  
 Note—38p.

Available from—Institute of Higher Education, University of Georgia, Athens, Georgia 30602 (\$2.00)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Administrator Education, \*Chief Administrators, \*Educational Administration, \*Higher Education, Role Playing, \*Simulation, Teaching Methods

Traditional methods of recruitment and selection in academic administration have not placed an emphasis on formal training or preparation but have relied heavily on informal notions of experiential learning. Simulation as a device for representing complex processes in a manageable form, gaming as an organizing technique for training and indoctrination, and modeling as an analytical tool for concepts and principles can serve an unusually valuable purpose by reducing the conflict with traditional notions. Not only can

simulation reduce the initial reluctance of administrators to seek formal training, but it has the potential to present concepts, principles, and techniques in an organized, integrative manner that could make their application a more likely prospect. In summary, the advantages and educational implications of simulation deserve far better attention than they have received from academic administrators. Under the right conditions and with the right preparation of simulation tasks, it is highly probable that administrative concepts, principles, and techniques can be conveyed in a realistic, meaningful fashion. (Author/PG)

**ED 098 840** HE 006 017

Moser, Charles A., Ed.  
**Continuity in Crisis: The University at Bay.**  
 University Professors for Academic Order, Inc., Washington, D.C.

Pub Date 74  
 Note—179p.

Available from—Acropolis Books Ltd., Washington, D.C. 20009 (\$2.25)

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—\*Academic Freedom, Academic Standards, Activism, \*Administrative Problems, Anthropologies, Dissent, \*Higher Education, Institutional Role, \*Professors, Teacher Evaluation, Tenure, \*Universities

"Universities," the monthly newsletter of University Professors for Academic Order, began publication in August 1970. This anthology is for the most part a compilation of representative articles printed in it from the beginning to May 1973. Taken as a whole, they delineate a theory of the traditional university much in need of articulation during a period of rapid change in our conception of the university. The contents are divided into the following sections: freedom and order; the disease defined (intellectual decay, radicalized academy, bias and discrimination, declining standards); the politicized academy, and a strategy of freedom in order (suggestions for confronting the radicalized campus, teacher evaluation, limits of academic freedom, tenure safeguards). The final section includes reviews of books by Nisbet, Buchanan and Devletoglou, Hook, Dietz, Glazer, Frankel, Ulan, and Barzun. Throughout the brief span of its existence, the University Professors for Academic Order has sought to uphold by word and example the ideals of the traditional university. This book is a further contribution to that end. (Author/PG)

**ED 098 841** HE 006 018

**Monographs on Music in Higher Education. No. 2. Papers for the Forum on the Education of Music Consumers.**

National Association of Schools of Music, Washington, D.C.

Pub Date 74  
 Note—114p; Papers from the Invitational Forum on the Education of Music Consumers (Houston, Texas, February 1974)

Available from—National Association of Schools of Music, 11250 Roger Bacon Drive, Reston, Virginia 22090 (\$3.50)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Educational Administration, Extension Education, \*Higher Education, Instructional Technology, Media Technology, \*Music, \*Music Education, \*School Community Cooperation

Topics discussed include: music in general studies, extension to the community, extension to the campus, educating through the media, and the administrator's viewpoint. Summaries of small group discussions are presented in relation to the recommendations they suggest for music administrators, faculty, and the National Schools of Music. (MJM)

**ED 098 842** HE 006 019

Taubman, Paul, Wales, Terence  
**Higher Education and Earnings: College as an Investment and a Screening Device.**

Carnegie Commission on Higher Education, Berkeley, Calif.  
 Pub Date 74  
 Note—326p.

Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 (\$17.50)

Document Not Available from EDRS.

**Descriptors**—Career Opportunities, \*College Graduates, Employment Opportunities, \*Higher Education, \*High School Graduates, \*Income, Individual Characteristics, Personnel Selection, Salaries, \*Salary Differentials, Selection

In this study of the private and social rates of return to education, the differences between the incomes of college graduates and those with less education are reviewed. In the analysis, it is estimated how much of a graduate's increase in income can be attributed to educationally acquired "productivity gains" and how much stems from an employer's practice of considering only degree holders for high-paying jobs. Personal characteristics, particularly mental ability and family background, are also examined for their effect on earnings. The authors find that failure to make adjustments for the influence of ability and other personal characteristics results in overstatement of the effect of education on earnings and that the extent of this overstatement does not vary greatly by level of education. They conclude that while the social rate of return to education "may or may not be higher when screening exists," the private rate of return is higher when screening exists than it would be under conditions of free entry into all jobs. (MJM)

ED 098 843

HE 006 020

Graybeal, William S.

**Summary of Salaries Paid in Higher Education, 1973-74. Research Memo 1974-1.**

National Education Association, Washington, D.C. Research Div.

Pub Date Nov 74

Note—12p.

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Administrative Personnel, \*Chief Administrators, \*College Faculty, Colleges, \*Higher Education, \*Income, \*Salaries, Statistical Data, Universities

This document is a summary of 1973-74 salaries paid to faculty and administrative offices in higher education. Highlights of the data indicate: (1) The median salary paid to faculty in a 4-year institution is \$14,373, up 11.1 percent above the median reported two years ago. (2) The median salary paid to faculty in public 2-year institutions is \$13,476, up 12.8 percent from 1971-72. (3) The median of the percents of increase 4-year institutions reported paying, on the average, to continuing faculty was 5.3 percent between 1971-72 and 1972-73, and was 5.5 percent between 1972-73 and 1973-74. (4) The median of the percent of increase public 2-year institutions reported paying, on the average, to continuing faculty was 5.7 percent between 1971-72 and 1972-73, and was 6.4 percent between 1972-73 and 1973-74. Tables provide a summary of annual contractual salaries for the standard academic year of two semesters, three quarters, or two terms of a trimester program. Included are salaries of full-time faculty whose major assignment is instruction, including those with release time for research; department chairmen without other administrative titles; faculty members on sabbatical leave; and faculty members of religious orders whose salaries are paid and determined by the same principles as those that apply to lay faculty. (MJM)

ED 098 844

HE 006 021

**The Twelve College Cost-Quality Study.**

McKinsey & Co., Inc., Washington, D.C.

Pub Date Jan 72

Note—63p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—College Faculty, College Students, \*Costs, Educational Administration, \*Educational Finance, \*Educational Quality, \*Higher Education, Libraries, Management, Program Costs, \*Resource Allocations, Statistical Data, Student Costs, Teacher Salaries

**Identifiers**—\*Allegheny College, Bryn Mawr College, Bucknell University, Carnegie Mellon University, Chatham College, Dickinson College, Franklin Marshall College, Gettysburg College, Haverford College, Lafayette College, Lehigh University, Swarthmore College

Twelve colleges participated in a cost quality study. These colleges were: Allegheny College, Bryn Mawr College, Bucknell University, Carnegie-Mellon University, Chatham College, Dickinson College, Franklin and Marshall College, Gettysburg College, Haverford College,

Lafayette College, Lehigh University, and Swarthmore College. The study is an immediate guide to the twelve institutions for their analysis of resource allocation. The report covers faculty, academic programs, library, administration and student services, student aid, and cash management. Other areas, such as auxiliary enterprises, were explored. (MJM)

ED 098 845

HE 006 022

Nolan, David M. Casserly, Patricia

**An Evaluation of the Servicemen's Opportunity College.**

Educational Testing Service, Washington, D.C.

Pub Date May 74

Note—151p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—\*Educational Innovation, Educational Needs, \*Educational Opportunities, \*Enlisted Men, \*Higher Education, Instructional Programs, \*Military Personnel, Program Evaluation

**Identifiers**—\*Servicemen's Opportunity College, SOC

This study presents a preliminary evaluation of the Servicemen's Opportunity College (SOC) program. Data were obtained from the site visits and a mailed survey. Results indicated: (1) The college personnel accepted the military students as a natural part of their constituency and often commented about them as being superior to the civilian students. (2) The students were industrious, well-motivated, and outgoing in their answers to interviewer's questions, although they left the impression that they did not know as much about the system of higher education as they should in order to take full advantage of the opportunities and services available. (3) The colleges had little difficulty in meeting the SOC criteria. (4) There was considerable improvement in enrollments, credits granted, easing of transfer policies, and increases in courses resulting directly from the SOC program. A system for data collection and recordkeeping is detailed, and recommendations designed to improve the SOC program are provided. (MJM)

ED 098 846

HE 006 023

Crocker, Anna R.

**How Medical Students Finance Their Education.**

Health Resources Administration (DHEW/PHS),

Bethesda, Md. Div. of Manpower Intelligence.

Pub Date Jun 74

Note—123p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1741-00078, \$1.50)

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

**Descriptors**—Costs, \*Educational Finance, Health Occupations, \*Higher Education, Married Students, \*Medical Education, \*Medical Students, Single Students, Statistical Data, \*Student Costs, Student Loan Programs, Tuition

This report provides information on patterns of expense of students in the health professions and on the sources from which income was obtained, including any indebtedness incurred to finance the students' education. Findings indicate the proportion of married students in each class varied from 35 percent for freshmen to 65 percent for seniors. Slightly more than one half of all medical students came from families whose total annual income before taxes was less than \$15,000 in 1970. Marital status was the most important determinant in the amount of money needed by medical students for their annual expenses. Average annual expenses were \$4,295 for single students, while expenses for married students averaged \$6,919. Expenses for students in private medical schools were nearly \$1,200 higher than expenses for students in public schools. Nineteen percent of medical students' total income was derived from their own earnings and savings and an equal proportion came from a variety of loan sources. Nearly 22,000 medical students reported loans totaling \$41.8 million for their professional education. The proportion of medical students who worked varied from 26 percent for single students to 44 percent for married students with one child. Sixty-five percent of all medical students had debts, which averaged \$4,289 in 1971. Statistical data and detailed findings are included in the report. (MJM)

ED 098 847

HE 006 024

El-Khawass, Elaine H. Bisconti, Ann S.

**Five and Ten Years After College Entry: 1971**

**Followup of 1961 and 1966 College Freshmen.**

ACE Research Reports, Vol. 9, No. 1.

American Council on Education, Washington,

D.C.

Pub Date 74

Note—180p.

Available from—American Council on Education, Publications Division, One Dupont Circle, Washington, D.C. 20036 (\$6.50)

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

**Descriptors**—Bachelors Degrees, \*Career Choice, \*College Freshmen, College Graduates, \*Educational Experience, Employment Patterns, Followup Studies, \*Graduate Study, \*Higher Education, Statistical Data

This report is one of a series based on a longitudinal study of the postsecondary education and careers of the college freshmen of 1961 and 1966. Findings are categorized into three areas: baccalaureate completion, graduate study, and employment patterns. Regarding baccalaureate completions, highlights indicate: (1) Among the 705,512 freshmen who enrolled at 4-year college or universities in 1961, over half received a bachelor's degree within four years. (2) Among the 1,309,524 1966 freshmen, just under half received a bachelor's degree within four years of college entry, but about 60 percent earned the bachelor's degree by 1971. (3) Women completed undergraduate study more quickly than men: two-thirds of the 1961 and over half of the 1966 women received a bachelors degree within four years, compared to less than half of the men in each group. Highlights of graduate study indicated: (1) Over half of the 1961 freshmen had enrolled for advanced study at some time. (2) Among the 1966 freshmen, 29 percent (404,148) had enrolled in graduate or professional school by the time of the followup survey (1971). Employment patterns suggest: In 1967, 67 percent of the 1961 group and 58 percent of the 1966 group were employed full-time. Teaching and business were the most popular current (and long-run) employment choices of both groups. Statistical data and additional findings are indicated. (Author/PG)

ED 098 848

HE 006 025

Rainsford, George N.

**Presidential Leadership and Mechanisms of Governance.**

Academy for Educational Development, Inc., Washington, D.C. Management Div.

Pub Date Nov 74

Note—5p.; Address to the Management Division Chicago Seminar for College Presidents, May 1974

Journal Cit—Management Forum; v3 n8 November 1974

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Administrative Principles, \*Administrator Characteristics, Educational Administration, Governance, \*Higher Education, \*Leadership, \*Leadership Qualities, \*Presidents

Presidents of colleges and universities are, and should be, well aware of pressure on them and their boards of trustees to reexamine and change the structure of these organizations, and the distribution of authority within them. Since the response affects our presidential role and the nature and content of presidential leadership, the author suggests several related matters that seem to merit consideration. The ideal structure arrangement for governance, in the author's view, would be one that accommodates presidential leadership based on board appointment with a process by which that leadership can receive student and faculty acceptance. Presidents must be wise enough to find ways to solicit responsible input in policy decisions at the governance level, retaining their ultimate authority to decide. They must also develop ways of allowing faculty and students to express their feelings about proposals before final decisions are made. Moreover, these larger, college-wide policy decisions must rest on involvement and decisionmaking at localized levels within the organizations of the various constituents. Once policy has been set, however, the administration of that policy must be left to the managers—if for no other reason than that is what

they are paid to do. Thus the crisis of higher education is not only in numbers and dollars. More realistically, it is one of imagination and leadership that must be solicited from all voices in the college community. (Author/PG)

**ED 098 849** HE 006 026  
Jenkins, Martin D. Ross, Bernard H.  
**The Urban Involvement of Higher Education in the 1970s. Summary Report of Four 1974 Regional Conferences.**

American Council on Education, Washington, D.C. Office of Urban Affairs.; Department of Housing and Urban Development, Washington, D.C.

Pub Date 74

Note—42p.; Report of four 1974 regional conferences held March 1-2, Washington; March 15-16, San Francisco; March 29-30, Chicago; April 5-6, New Orleans

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*City Problems, Educational Administration, \*Federal Aid, Federal Programs, Financial Support, \*Higher Education, \*Urban Education, \*Urban Extension

The regional conferences were sponsored by the Office of Urban Affairs of the American Council of Education. The major purpose of the conferences was to encourage and assist college and university administrators and faculty members to give systematic thought to the dimensions of their involvement in urban affairs during the 1970's, with emphasis on their participation in federally funded urban programs. This document reports the proceedings of each conference in relation to the theme and plan of the conference, interpretive summary of the conferences, opportunities for the urban involvement of colleges and universities, suggestions derived from the regional conferences, and problems and issues. (MJM)

**ED 098 850** HE 006 027  
Millett, John D.

**The Budget Formula as the Basis for State Appropriations in Support of Higher Education.**  
Academy for Educational Development, Inc., Washington, D. C. Management Div.

Spons Agency—Indiana State Commission for Higher Education, Indianapolis.; Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date 74

Note—72p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Educational Finance, \*Expenditures, \*Higher Education, \*Income, Program Costs, \*State Aid, State Colleges, \*State Government, State Universities, Student Costs, Student Loan Programs

This document discusses the use of a formula approach to the preparation and recommendation of state government appropriations in support of public higher education activities. Emphasis is placed on general objectives, expenditures by programs, income, primary programs, support programs, and student financial assistance. (MJM)

**ED 098 851** HE 006 028  
**Recruiting Minority Women, No. 2.**

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Pub Date Nov 74

Note—4p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Directories, \*Females, \*Higher Education, \*Minority Groups, \*Recruitment, \*Resource Guides, Resource Materials

The number of special resources for recruiting minority women is, although still limited, slowly increasing. The document lists studies and handbooks, directories, registries and placement agencies, national organizations and women's groups, publications and directories of other media. (MJM)

**ED 098 852** HE 006 029  
**Minority Women & Higher Education, No. 1.**

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Pub Date Nov 74

Note—4p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Opportunities, \*Females, \*Higher Education, \*Minority Groups, Negro Stereotypes, \*Racial Discrimination, \*Sex Discrimination

Various myths concerning black women and their educational status are examined, with current statistics provided to indicate their validity. Overall results of this examination indicate that minority women fare less well than minority men, just as white women fare less well than white men. It is suggested that minority women are affected by both sex and race discrimination and that they will not have a fair economic or educational opportunity unless and until both types of discrimination are eliminated. Just as efforts to remove racial barriers help minority women as well as minority men, efforts to remove sexual barriers benefit minority women as well as white women. (MJM)

**ED 098 853** HE 006 030  
Maher, Tom

**Building Quality into New Forms of Undergraduate Education.**

Pub Date [74]

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Accountability, \*Educational Assessment, \*Educational Quality, \*Higher Education, \*Program Evaluation, \*Undergraduate Study

This document suggests a number of ways of thinking about quality control in those undergraduate programs that depart from commonly accepted forms and objectives. Institutionalization and evolution of these new departures are required if our currently accepted model of mass undergraduate education is to be transformed into a more effective educational setting. To facilitate quality control it becomes necessary to think of concepts such as "reflection" and to discuss the implications for curricular goal-setting and for assessment. Since some new departures are extrapolations of existing practices, existing evaluation questions and procedures can be extrapolated along with the programs. Institutions should evolve their indicators of whether their students and their programs are really achieving the objectives set forth. Follow-up students may provide the key in the efforts to communicate the worth of new modes of education; however, it is imperative that a conscious attempt is made to build networks of working relationships among those involved in determining equality in mass undergraduate education. (MJM)

**ED 098 854** HE 006 031  
Miskel, Mary Jane

**Contracts and New Markets in Higher Education.**  
ERIC/Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 74

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Contracts, \*Higher Education, \*In-plant Programs, \*Intersystemic Cooperation, Labor Education, On the Job Training, Part Time Students, \*Regional Cooperation, Statewide Planning

Contractual agreements as a means of attracting new students and funds for colleges and universities are discussed. Emphasis is placed on the possible groups an institution may look to for contractual agreements, i.e., the state, other institutions of higher education, industry, and various other organizations. Advantages and problem areas of contractual agreements are reviewed in relation to specific examples of contracts already in existence. (MJM)

**ED 098 855** HE 006 032  
Kauffman, Joseph F.

**The Selection of College and University Presidents.**  
Association of American Colleges, Washington, D.C.

Pub Date 74

Note—78p.

Available from—Association of American Colleges, 1818 R Street N.W., Washington D.C. 20009 (\$2.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Administrator Characteristics, \*Colleges, Governing Boards, \*Higher Education, Personnel Selection, \*Presidents, \*Selection, Universities

This publication is meant to be a guide for governing boards, search committees, and presidential aspirants. It describes the main ingredients in the process of selecting the chief executive of a college or university campus. It is meant to be instructive to all the participants. Following a brief comment on higher education in the 1970's, the topics covered include: the governing board, the nature of the college presidency today, characteristics of present college and university presidents, organizing the search process, the search committee, candidate qualifications and criteria, obtaining nominations and candidates, Affirmative Action, screening and assessing candidates, making the final decision, the appointment, board-president expectations and relationships. Evaluation of presidents and career development concerns of presidents are also treated. (Author/MJM)

**ED 098 856** HE 006 033  
**National Conference on Public Service and Extension in Institutions of Higher Education.**

Georgia Univ., Athens. Georgia Center for Continuing Education.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Jun 74

Note—122p.

Available from—Center for Continuing Education, Department of Conferences, The University of Georgia, Athens, Georgia 30602 (\$5.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Chief Administrators, Decision Making, \*Extension Education, Federal Legislation, \*Higher Education, Local Government, \*School Community Cooperation, School Industry Relationship, State Government, \*University Extension

A National Conference on Public Service and Extension provided top administrators of colleges and universities an opportunity to explore with the most knowledgeable experts available problems facing institutions of higher education. The conference proceedings covered: the university's role in public service and extension; state government, as clients for public service and extension activities; the third era of American higher education. Additional emphasis was placed on decisionmaking procedures, internal problems, and the impact of federal policies. (MJM)

**ED 098 857** HE 006 034  
Meinert, Charles W.

**Time Shortened Degrees. ERIC/Higher Education Research Report No. 8.**

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Note—83p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Bachelors Degrees, Colleges, College Students, \*Degree Requirements, Educational Innovation, \*Higher Education, \*Program Length, Student Needs, \*Time Factors (Learning), Universities

This paper examines the many aspects of the time-shortened degree programs using both a critical and analytical framework. It is shown that three-year baccalaureate programs are not a recent idea and that the use of the idea depends largely on a willingness to not view the four-year degree as something sacrosanct. While there are some dangers inherent in time-shortened degrees, which are presented, the author believes that the issue of time-shortened degrees is only one part of the larger concern about the direction contemporary education should take, and that new ideas about accommodating the perceived needs of secondary school students and the adult learner will have an impact in this area. (MJM)

ED 098 858 HE 006 035

Brown, Charles I., Ed.

**The Institutional Research Practitioner: Problems, Processes and Procedures.**

North Carolina Association for Institutional Research.

Pub Date 73

Note—37p.; Papers presented at the annual meeting of the North Carolina Association for Institutional Research (first, Charlotte, North Carolina, October 31-November 1, 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Educational Needs, \*Educational Researchers, \*Employment Opportunities, \*Higher Education, \*Institutional Research, Labor Market

This booklet contains the proceedings of the first annual meeting of the North Carolina Association for Institutional Research (NCAIR). Contents include an address by the president of NCAIR concerning "Changing Demands on the Institutional Research Practitioner". He points out that in the relatively short life span of Institutional Research, several changes in demand have come about. One of these changes is a compression of time. This address also contains a summary of the impact of these changes on the institutional researcher and suggestions on how to cope with them. A second address, by an administrator, is entitled "What You Can Do For Us," and suggests that professionals in the field on institutional research make a serious attempt at meaningful communication with faculty and administration of their institutions to clarify the function of institutional research. Other entries include "abstracts and extracts" of workshop presentations conducted during the 2-day meeting. The topics covered were: research on a developmental studies program and its effect on student achievement, a plan for appraising and projecting market conditions and their influence on the employment opportunities for graduates of technical and vocational programs, a system for evaluating, teaching effectiveness, and a discussion concerning the implementation of the Resource Requirements Prediction Model 1.6 (RRPM 1.6). (MJM)

ED 098 859 HE 006 036

Weatherly, George B., Ed. Nash, Deanna, Ed.  
A Context for Policy Research in Financing Postsecondary Education.

National Commission on the Financing of Postsecondary Education, Washington, D.C.

Pub Date Jun 74

Note—233p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01324, \$2.50)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—\*Adult Students, \*Educational Finance, \*Emancipated Students, \*Financial Policy, \*Higher Education, Policy Formation, \*Post Secondary Education, Surveys, Taxes  
In their deliberations leading to the basic conclusions and recommendations reported in "Financing Postsecondary Education in the United States." Commissioners of the National Commission on the Financing of Postsecondary Education used staff prepared supplementary materials. This report is one of a series of staff reports prepared to make these materials available to a broader audience. Five papers prepared by the National Commission's staff are collected in this volume. They explore several areas that are relevant to postsecondary education policymaking in the 1970s: 18-year-old majority, noncollegiate institutions, recent financing proposals, and alternative modes of financing (especially congressional tax-credit proposals.) Titles of the papers are: "Future Policy Issues Concerning Postsecondary Education: Demand and Supply," "The New Adults and the Financing of Postsecondary Education: The Implications of the 18-year-old majority"; "A Summary and Analysis of the National Commission's Survey of Noncollegiate Institutions"; and "Recent Proposals for Financing Postsecondary Education: A Summary". (Author/PG)

ED 098 860 HE 006 037

College & University Degrees Conferred [in] New York State 1972-73.  
New York State Education Dept., Albany. Bureau of Statistical Services.

Pub Date [74]

Note—41p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Bachelors Degrees, \*Colleges, \*Degrees (Titles), Doctoral Degrees, \*Higher Education, Masters Degrees, \*Statistical Data, Units of Study (Subject Fields), \*Universities

Identifiers—\*New York

College and university degrees conferred in New York State during 1972-73 are listed in tabular form. Figures highlight the type of degree, type of institution, sex of student, institutional classification, level of degree, field of study, and name of degree or certification. (MJM)

ED 098 861 HE 006 038

**A Developmental Outlook for Social Work Education.**

International Association of Schools of Social Work, New York, N.Y.

Pub Date 74

Note—171p.; A Report of a seminar on "Maximizing Social Work Potentials for Family Planning and Population Activities," Singapore, November 5-15, 1973

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Conference Reports, \*Curriculum Development, \*Family Planning, Field Experience Programs, \*Higher Education, Population Education, Professional Continuing Education, \*Social Work, Social Workers

At the International conference on Social Work Education, Population, and Family Planning, convened at the East-West center in Hawaii under the sponsorship of USAID in 1970, specific recommendations were made in regard to the need for extensive work in the development of qualified social work manpower for population and family planning responsibilities under regional and international auspices. This conference report contains the papers delivered at the conference whose topics cover: new opportunities for social work education; social welfare; family planning; population activities; social work curriculum at graduate and undergraduate levels; field learning; and continuing education. The appendices include the program of the second seminar and a list of participants. (Author/PG)

ED 098 862 HE 006 039

Lincicum, Michael

**Future Plans of 1972 Oregon High School Seniors.**

Educational Coordinating Council, Salem, Ore.

Pub Date Jun 72

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Career Choice, College Choice, \*Higher Education, High School Students, \*Post Secondary Education, Questionnaires, \*Seniors, Statistical Data, Student Attitudes, \*Surveys

Identifiers—\*Oregon

In the fall and winter of 1971, the Oregon Educational Coordinating Council and the Office of High School Relations of the State Department of Higher Education undertook a project to survey the future plans of all Oregon high school seniors. This report presents a summary of the results of this survey and some important implications of the survey results for postsecondary education in Oregon. Summary of major findings includes: (1) The majority (70 percent) of Oregon high school seniors who graduate in 1972 plan to continue their education at the postsecondary level in the fall of 1972. (2) The future educational plans of Oregon high school seniors are closely related to the educational background of their parents. (3) The post-high school plans of members of certain minority groups in Oregon are significantly different from the majority of Oregon high school seniors. (4) The vast majority of Oregon high school seniors who plan to continue their education at the postsecondary level intend to enroll in Oregon institutions. (5) Roughly equal numbers of Oregon high school seniors intend to enroll in vocational-technical and academic programs at the postsecondary level. (6) The primary reason motivating Oregon high school seniors to pursue post-high school education is a desire to learn skills that are necessary for a job or career. Appendices include the survey questionnaire and the coding system for the questionnaire. Related tables accompany the text. (Author/PG)

ED 098 863 HE 006 040

Perspectives and Plans for Graduate Studies: 13.  
Planning and Environmental Studies 1974.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—160p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Educational Assessment, \*Environmental Education, Foreign Countries, Graduate Students, \*Graduate Study, \*Higher Education, \*Planning, \*Program Planning, Universities

Identifiers—\*Canada, Ontario

On the instruction of the Council of Ontario Universities, the Advisory Committee on Academic Planning has conducted a planning assessment for planning and environmental studies. Following observations and recommendations by the Committee, the consultants' report is presented in two parts—planning and environmental studies. The planning segment of the report presents a summary "profile" of Ontario planning schools, planning students, and planning graduates; Ontario planners and Ontario planning; the future supply of and demand for graduates of Ontario planning schools, the nature of planning education, and the economic size of these schools; and individual reports concerning Ottawa, Queen's, Waterloo, York, and Toronto. The second segment, environmental studies, reviews tradition and innovation; the function of names, and programs; and individual reports for York, Guelph, Toronto, and Eastern Ontario. (MJM)

ED 098 864 HE 006 041

Bailey, Stephen K.

**American Higher Education: Problems, Prospects, and Proposals.**

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Nov 74

Note—39p.; Presented to a meeting presided over by the Assistant Secretary for Education, U.S. Department of Health, Education, and Welfare, November 5, 1974

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Finance, \*Educational Needs, \*Educational Policy, Federal Government, Fellowships, Financial Support, \*Government Role, \*Higher Education, Policy Formation, \*Post Secondary Education, Student Costs  
Four areas of concern to American higher education are discussed: (1) The impact of the federal government on our national capacity to deliver educational services. (2) The unfinished agenda of higher education responsibilities. (3) Uneven capacities and performances of our 50 states that must be taken into account in devising federal policy in higher education. (4) Effective use of resources in current anti-inflation/recession programs. Several conclusions based on an analysis of the above concerns are presented: (1) That the erosion of the federal share of total higher education revenues must be reversed both as a short-run economic expedient and as a long-run commitment to imperative social values; (2) That significantly more federal matching funds should be made available to the states on a formula basis that recognizes individual state needs and efforts, to reduce inequities among the states in the availability of access to postsecondary education for students from all ethnic and age groups; (3) That for each federally assisted student, an appropriate cost of education allowance should be paid to the institution attended, and (4) That two kinds of federal graduate fellowships are needed—especially targeted fellowships to help minorities and women and merit fellowships designed to identify, honor, and support the best brains in the nation. (MJM)

ED 098 865 HE 006 042

Chase, Clinton I. And Others

**The University Calendar: Attitudes of Students, Faculty, and Administrators.**

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date 74

Note—28p.; Indiana Studies in Prediction No. 27

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Administrator Attitudes, College Faculty, College Students, Educational Innovation, \*Higher Education, \*School Calendars, \*Student Attitudes, \*Teacher Attitudes, \*Universities

**Identifiers—\*Indiana University**

Indiana University instituted a new program calendar beginning with the academic year 1972-73. The new calendar proposed: (1) to end the first semester before the Christmas vacation; (2) to deemphasize final examinations and encourage across-the-semester evaluations; (3) to achieve greater utilization of facilities by creating less "down" time; (4) to provide greater flexibility in summer session scheduling; and (5) to achieve a common calendar for the entire University system. A questionnaire was designed to survey students, faculty, and administrators to see what their opinions were about the new University calendar. Results of the survey indicated: (1) Students strongly favored the early beginning-early ending of the fall semester. (2) Faculty found no difficulty with the new schedule, but 40 percent reported that they were more ready to begin classes after Labor Day than in late August; and (3) Administrators were about equally for and against the new starting and ending dates, but reported that they had no difficulty with their personal schedules or in staffing, and that they managed to get necessary work accomplished under the new calendar. (MJM)

**ED 098 866** HE 006 043

*Crossland, Fred E., Comp.*

**Current Ventures in Undergraduate Education. A Collection of Program Descriptions from the Forty-Nine Colleges and Universities Receiving Grants in The Ford Foundation's Venture Fund Program.**

Ford Foundation, New York, N.Y.

Pub Date 15 Nov 74

Note—75p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

**POSTAGE**

Descriptors—\*Educational Innovation, Experimental Curriculum, \*Experimental Programs, Grants, \*Higher Education, \*Program Descriptions, \*Undergraduate Study

Identifiers—\*Venture Fund

In August 1970 the Ford Foundation announced the establishment of a Venture Fund grant program to help strengthen and to encourage innovation in undergraduate education throughout the country. Criteria for selection were: (1) evidence of creative programs in the past, (2) the quality of current educational programs and leadership, and (3) the prospect that a Venture Fund would be continued with local support after the conclusion of the program. Many institutions met these criteria, but the foundation was able to assist only 49. The grantees are representative of a broad spectrum of American higher education. They all have demonstrated the capacity to be responsive to try to do new things in new ways. They are located in 34 states; 31 are privately sponsored and 18 are public institutions; a few are single-sex but most are coeducational. In this report, each of the 49 institutions provides its own answers to the following questions: (1) What are the three most significant innovations in undergraduate education on your campus in the last five years? (2) Why were they undertaken? (3) To what extent has each been successful? (4) How many students are directly involved in, or touched by, each? (Author/PG)

**ED 098 867** HE 006 044

*Shapiro, Paul S.*

**Information Needs for Student and Public Choice in Postsecondary Education.**

Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date 31 May 74

Note—12p.; Policy development staff paper

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Academic Standards, Accountability, \*Accreditation (Institutions), Consumer Education, Educational Accountability, \*Higher Education, Information Needs, Post Secondary Education, \*State Standards, Student Rights

There has been an increasing movement toward consumer protection in recent years, sparked by a few crusaders, a better educated public, and changing socioeconomic conditions. What is new is the interest being generated under the rubric of consumer protection in postsecondary education. This conception of consumer protection deals almost exclusively with process and procedures. Attempts can be made to influence and even coerce institutions to use fair advertising practices, but unless acceptable

methodologies are available for accurately representing what postsecondary institutions are and purport to do for their students, such efforts are likely to prove futile and perhaps even ephemeral. Consumer protection as described above implies accountability mainly to individual students. There is also a broader accountability to the public that may also be construed as consumer protection, since there is such a tremendous investment of public and private funds in postsecondary education. The appropriateness of current accrediting practices for determining federal eligibility has come into question. While institutional eligibility is an important part of the federal concern, an even more important guiding principle derives from the policy of providing financial aid directly to students. Types of assessment, assessment techniques, communicating assessment information, and creating postsecondary prospectus are included. (Author/PG)

**ED 098 868** HE 006 045

*Keeton, Morris*

**An Approach to a Theory of Quality Assurance. Remarks to the Conference on Quality Control in Nontraditional Higher Education.**

Antioch Coll., Columbia, Md.

Pub Date [74]

Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**

Descriptors—Accreditation (Institutions), Consortia, Courts, \*Educational Innovation, \*Educational Quality, Educational Research, \*Experimental Programs, \*Higher Education, \*Program Evaluation

This document lists critical factors that would assist in assuring quality in nontraditional programs in higher education. These factors include: (1) a statement of program purposes that has the commitment of the major factors in implementing the program; (2) given purposes specified at the university as well as program level, the institution should have a strategy of instruction viewed as likely to produce the desired outcomes with relative efficiency for the students involved; (3) The institution should be able to state the criteria upon which satisfactory performance would be judged and to state the level of proficiency or achievement expected as minimum on these criteria; and (4) The institution should have a strategy for monitoring its performance and for follow-up in acting upon the findings and recommendations emerging from the monitoring activity. Steps that will best provide improved quality assurance in nontraditional programs are listed for nontraditional institutions of higher education; federal and state regulatory agencies; accrediting agencies; investigative journalists, educational researchers, and publishers of information on nontraditional programs; counseling and advocacy-oriented third parties; prospective students; consortia of institutions of higher education; and the courts. Providing prospective users adequate information and improving quality control in nontraditional programs are discussed. (MJM)

**ED 098 869** HE 006 047

*Mustachio, James A.*

**The Cost of Higher Education: What Is It? Who Can Afford It? And More Questions.**

Pub Date 10 Jul 74

Note—26p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**

Descriptors—Educational Economics, \*Educational Finance, Expenditures, \*Higher Education, Income, \*Student Costs, \*Student Enrollment, \*Tuition

This paper reviews the cost of higher education. Section one discusses the costs of higher education in light of the costs of college attendance, foregone income, incidental expenses, educational costs, cost differential, and total costs. The second section discusses who can afford and who is willing to pay the cost of higher education. Emphasis is placed on the issues of college accessibility and college finance, individual values and philosophical positions regarding the individual and higher education, and political activities both in educational institutions and in the government guaranteeing every high school graduate a tuition grant to cover the cost of higher education. This impact is discussed according to the lower, middle, and upper socioeconomic group and the National Commission on the Financing of Postsecondary Education data

and generalizations. Finally, the social factors that led to the American high school with its universal attendance are discussed in relation to their impact on higher educational attendance. These factors include democracy, industrialism, and professional education. (MJM)

**ED 098 870** HE 006 049

**Accredited Institutions of Higher Education 1974-75.**

American Council on Education, Washington, D.C.

Spons Agency—Federation of Regional Accrediting Commissions of Higher Education, Washington, D.C.

Pub Date 74

Note—250p.

Available from—Publications Division, Dept. M, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$5.50)

**Document Not Available from EDRS.**

Descriptors—Accreditation (Institutions), \*Colleges, \*Directories, \*Higher Education, \*Post Secondary Education, Professional Education, School Calendars, \*Universities

A national directory of junior and senior colleges, universities, and professional and specialized schools shows, alphabetically by state, all the institutions accredited by the regional associations at the beginning of the academic year. It also reports the latest list of institutional names and addresses, names of presidents, and enrollment data. Each institutional entry also includes: academic calendars; branch campuses, if any; level of degrees offered; professional accreditation; date of first regional accreditation and latest renewal; type of institution and student body; control, whether public or private; and religious relationship, if any. Candidates for accreditation as well as institutions belonging to the six regional accreditation associations are listed separately. (Author)

**ED 098 871** HE 006 050

*Furniss, W. Todd, Ed. And Others*

**American Universities and Colleges. Eleventh Edition.**

American Council on Education, Washington, D.C.

Pub Date 73

Note—1,879p.

Available from—Publications Division, Dept. M, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$38.00)

**Document Not Available from EDRS.**

Descriptors—Admission (School), \*Colleges, \*Consortia, Cooperative Programs, Degree Requirements, \*Directories, Enrollment, Freshmen, Governing Boards, \*Higher Education, \*Universities

The standard reference work on higher education in the U.S. describes over 1,450 accredited 4-year colleges and universities, with briefer descriptions of over 100 professional schools. This reference work now includes a section on consortia of postsecondary institutions listing members and cooperative programs. A directory of statewide coordinating boards of higher education gives names, addresses, and directors' names of each board. Information about each institution is organized under the following headings: history, governing board, calendar, characteristics of freshmen, admission, degree requirements, special academic programs, student life, ROTC, graduate work, degrees conferred, fees 1971-72, student financial aid 1970-71, departments and teaching staff, enrollment, foreign students, publications, library, finances, buildings and grounds, administration, and a separate description of each major division within a university. (Author/PG)

**ED 098 872** HE 006 051

*Furniss, W. Todd, Ed. Graham, Patricia Albjerg, Ed.*

**Women in Higher Education.**

American Council on Education, Washington, D.C.

Pub Date 74

Note—336p.

Available from—Publications Division, Dept. M, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$10.00)

**Document Not Available from EDRS.**

Descriptors—\*Females, \*Feminism, \*Higher Education, \*Sex Discrimination, Women Professors, \*Working Women

Identifiers—\*Affirmative Action

The analyses and suggestions of 38 leaders in education, feminism, foundations, law, and government are collected to set contexts for decisions facing colleges and universities concerning those students, faculty members, and administrators who are women. Among the issues are affirmative action, academic programs, accountability, equality, and equity. Most of the authors say it is the conscious and unconscious practices and prejudices of men that hinder women in their endeavors. Impediments to motivation, productivity, and careers, and the cost effectiveness of women professionals are discussed in detail by several experts. Authors include Helen S. Austin, Carolyn Shaw Bell, McGeorge Bundy, K. Patricia Cross, Robben W. Fleming, Patricia Roberts Harris, Roger W. Heyns, Juanita M. Kreps, Martha E. Peterson, Mina Rees, Bernice Sandler, Sheila Tobias, Anne T. Truax, and David B. Truman. (Author/PG)

ED 098 873 HE 006 053

Satirby, Ronald P.  
Faculty Grievances at SUNY: The First Two Years Under a Negotiated Contract. Special Report No. 10.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date 25 Nov 74

Note—9p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Chief Administrators, \*Collective Negotiation, \*College Faculty, \*Contracts, \*Grievance Procedures, \*Higher Education  
Identifiers—Senate Professional Association, \*State University of New York

Few union leaders, faculty members or administrators would dispute the fact that a viable grievance procedure is one of the cornerstones of a collective negotiated contract. Essential to successful contract administration and harmonious faculty administration relationships is a grievance procedure designed to provide an opportunity to resolve differences informally; a quick and fair hearing, when necessary, limited to contract interpretation; well reasoned decisions based on the facts; and a feeling of satisfaction for all parties arise out of the airing of differences. This report presents the results of an analysis of second and third level grievance reviews under the contract negotiated between the State University of New York and the Senate Professional Association. (Author/MJM)

ED 098 874 HE 006 054

Kliment, Stephen A. Lord, Jane  
Build If You Must, but Consider...S Cooperation. Planning for Higher Education, v3, n4:4/6.

Educational Facilities Labs., Inc., New York, N.Y.; Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Educational Facilities, Educational Needs, Facility Expansion, \*Facility Planning, Found Spaces, \*Higher Education, \*Institutional Cooperation, Purchasing, School Calendars, \*Space Utilization

This article addresses the problem of what higher education can do to meet the space needs of new programs and a wider constituency, without resorting to new building. One way to meet space needs is for two or more institutions to establish a cooperative effort that makes better use of existing facilities. This effort can range from administrative acts, such as cross-registration, a common calendar, joint purchasing and storage, and library cooperation, to ambitious collaboration in academic, athletic, and other programs. Not uncommon are joint efforts between academic and non-academic groups. The impact such efforts have on space use is outlined in this article, along with examples. (Author)

ED 098 875 HE 006 055

Thompson, Loring M.  
Higher Education: From Occupation to Way of Life. Planning for Higher Education; v3, n4:2/6.

Educational Facilities Labs., Inc., New York, N.Y.; Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Artists, College Faculty, \*Creative Teaching, Educational Innovation, \*Employment Opportunities, \*Higher Education, \*Scientists, Teacher Administrator Relationship  
The disparity between advanced educational preparation and training and subsequent employment opportunities raises major questions regarding traditional academic expectations and lifestyles. This article offers some suggestions for a new relationship between educational institutions and scientists, writers, artists, and other highly-specialized creative individuals. (Author)

ED 098 876 HE 006 057

Baldrige, J. Victor And Others  
An Overview of the Stanford Project on Academic Governance.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Contract—NE-C-00-3-0062

Note—34p.; Research and Development  
Memorandum No. 128

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—\*College Faculty, Colleges, \*Decision Making, Educational Administration, \*Governance, \*Higher Education, \*Organizational Theories, Research Projects, Unions, Universities

This report presents the rationale for the Stanford Project on Academic Governance and a survey of the topics investigated in the project, the methodology used, and some of the conclusions reached. The project's specific objectives were to describe some major developments in academic governance and to apply sociological organization theory to decisionmaking in American colleges and universities. The historical roots of academic governance patterns were examined to put contemporary conditions in proper perspective. The research undertaken on contemporary conditions examined a sample of 249 colleges and universities, focusing on their organizational features and environmental relationships, and a large sample of faculty members, focusing on their autonomy, morale, and policy-influencing activities. On the basis of the information gathering, the project identifies some emerging trends that may affect governance patterns in the future: the tightening of resources, the reductions of faculty and presidential power, the increasing involvement of outside groups and students in academic decision-making, and the unionization of faculty members. (Author)

ED 098 877 HE 006 058

Phillips, John And Others

DHEW/USOE Task Force on Management of Student Assistance Programs: Preliminary Report to the Deputy Commissioner for Higher Education.

Office of Education (DHEW), Washington, D.C.  
Pub Date 28 Dec 73

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*College Students, Educational Policy, \*Financial Support, \*Higher Education, \*Incentive Grants, Program Administration, Program Costs, Program Descriptions, Student Costs, Student Employment, \*Student Loan Programs, Work Study Programs  
Identifiers—\*Office of Education

This document reviews the management of ten student assistance programs, including: the Basic Educational Opportunity Grants (BEOG), the State Student Incentive Grants (SSIG), the Supplementary Educational Opportunity Grants program (SEOG), the College Work Study program (CWSP), the National Direct Student Loan program (NDSL), the Guaranteed Student Loan program (GSLP), Educational Talent Search (ETS), Upward Bound (UB), Special Services for Disadvantaged Students (SSDS), and Educational Opportunity Centers (EOC). Chapters cover policy issues, program management objectives for the 1974-75 program year; coordination of common management functions; improvement of in-

dividual program management functions; management resources, costs and benefits; organization and staffing for the Office of Student Assistance; and legislative alternatives for improved management of student assistance and student services programs. (MJM)

ED 098 878 HE 006 059

Hodgson, Thomas F. Dickinson, Carl  
Upper-Division Academic Performance of Native and Transfer Students at the University Of Washington. IER-180.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—IER-180

Pub Date Nov 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Academic Achievement, \*College Students, Dropout Characteristics, Grade Point Average, \*Higher Education, Research Projects, \*Seniors, \*Transfer Students  
Identifiers—\*University of Washington

This study is principally concerned with examining the upper-division academic achievement of "transfer" students (those who entered the UW from both the 2-year community colleges) and of "native" students (those who entered the UW directly from high school). Only students who, in Autumn 1968, had earned between 80 and 100 quarter credit hours (approximately junior level) were included in the above study groups. In general, the findings are as follows: (1) Over a common 5-year period of possible upper division attendance, native students have a markedly higher UW graduation rate than have transfer students from either the 2-year or 4-year colleges; (2) When compared on upper division GPA earned between 1968 and 1971, native students significantly outperform 4-year transfer students, who, in turn, significantly outperform 2-year transfer students; (3) Among those who withdraw from upper-division programs, grades are very low for those dropping out early (most pronounced for transfer students) but quite adequate for those dropping out late, and (4) A supplemental analysis was conducted on native and transfer groups who, as of Autumn 1967, had previously earned between 35 and 55 quarter credit hours (approximate sophomore level). This analysis revealed the same achievement trends as observed for the junior-level groups (and therefore are not included in this report) except that the community college students fared relatively worse than the other comparison groups both in graduation rate and post-transfer grades. (Author)

ED 098 879 HE 006 060

Davis, Samuel Henshaw, Stanley  
Decision Analysis in Hospital Administration. A Tool for Curriculum Revision.

Association of University Programs in Hospital Administration, Washington, D.C.

Pub Date Apr 74

Note—30p.

Available from—Association of University Programs in Health Administration, Suite 420, One Dupont Circle, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Administrative Personnel, \*Curriculum Development, \*Decision Making, \*Higher Education, Hospital Personnel, \*Hospitals, \*Medical Education, Questionnaires

The "prophet" system is perhaps the most prevalent form of curriculum development; that is, a department chairman or program director and a few trusted colleagues develop a course of study to satisfy their personal visions of the future. All too often research into the "real world" experience of hospital administration is not undertaken nor are alumni fully utilized in the total process of curriculum development. This monograph demonstrates one facet of another approach—the approach of a school using the valuable resources of its' alumni to assist in development of curriculum. Columbia University had a highly motivated alumni group who were encouraged by the school to investigate the role and function of hospital administration with the objective of curriculum change. This paper was designed to provide quantitative answers to questions concerning what hospital administrators do and what decisions affect them, their responsi-

bilities and their activities. The answers to these questions formed a basis for curriculum development in hospital administration. The survey questionnaire is included in the appendix. (Author/PG)

**ED 098 880** HE 006 061  
The Second Annual Report 1973, Alberta Advanced Education.

Alberta Dept. of Advanced Education, Calgary.  
Pub Date 73  
Note—72p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Administrative Organization, Adult Education, Agricultural Education, \*Ancillary Services, \*Boards of Education, Colleges, Foreign Countries, \*Higher Education, \*Student Personnel Services, Universities, Vocational Education

Identifiers—Alberta, \*Canada

This annual report for the Alberta (Canada) Department of Advanced Education covers the year 1973. Emphasis is placed on the organization of the department of Advanced Education, report of the Deputy Minister, special student services division, program services division, administrative services division, communications and personnel services, and institutions administered by Alberta Advanced Education. A statistical appendix is included. (MJM)

**ED 098 881** HE 006 062  
Froomkin, Joseph. And Others

The Demand for Facilities in the Post-Secondary Sector, 1975 to 1990.

Froomkin (Joseph) Inc., Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Aug 74  
Contract—OEC-0-72-5023  
Note—436p.

**EDRS Price MF-\$0.75 HC-\$21.00 PLUS POSTAGE**

Descriptors—\*Campus Planning, College Planning, \*Educational Facilities, \*Educational Finance, Educational Needs, Enrollment Trends, Facility Utilization Research, \*Higher Education, Post Secondary Education, Proprietary Schools, \*Space Utilization

This report addresses a central issue in post-secondary education: how much space is likely to be needed to accommodate the enrollments between 1975 and 1990 in both the nonprofit and proprietary educational sectors. Emphasis is placed on projections of postsecondary enrollments, size distribution of institutions and campuses, current perception of space requirement needs, comparison of space-to space standards, statistical determination of space standards, an estimate of stocks 1970-1990, proprietary post-secondary schools, cost of construction, new technologies and attendance patterns, and how much space is really needed. Statistical data are presented within the report as well as within the attached appendices. (MJM)

**ED 098 882** HE 006 064  
Independent Higher Education in California: Development of State Policy. Staff Report to Joint Committee on Postsecondary Education, California Legislature.

California State Legislature, Sacramento. Joint Committee on Postsecondary Education.  
Pub Date Nov 74

Note—29p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Educational Finance, \*Educational Legislation, Educational Policy, \*Financial Support, \*Higher Education, Post Secondary Education, \*Private Colleges, State Aid, \*State Legislation

Identifiers—\*California

This report clarifies the policy issues that the California Legislature should address concerning independent higher education. Following a review of recent legislative activity, state policy foundation, and future process, four conclusions are suggested: (1) the state continue to provide assistance to independent higher education; (2) the state provide such assistance indirectly by providing financial assistance to students who choose to attend an independent institution; (3) the Legislature direct the Postsecondary Education commission to study the areas discussed in the report and recommend to the Legislature and

the Governor desirable action; and (4) no increase in state aid to independent higher education be approved by the Governor and the Legislature prior to comprehensive report by the Commission. (Author/MJM)

**ED 098 883** HE 006 065  
Availability Data: Minorities and Women. Office for Civil Rights (DHEW), Washington, D.C.

Pub Date Jun 73  
Note—78p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—American Indians, Degrees (Titles), \*Employment Opportunities, Enrollment Trends, \*Females, \*Higher Education, \*Minority Groups, Negroes, Puerto Ricans, Spanish Americans, \*Statistical Data

Sources and type of data concerning minority groups and women are listed in an effort to assist employers and institutions of higher education. Excerpts and statistics from various sources are presented. Reproduced from best available copy. (MJM)

**ED 098 884** 24 HE 006 066  
Bowers, William J. Pierce, Glenn L.

Student Unrest and the Impact of Extra-Institutional Contexts. Final Report.

Northeastern Univ., Boston, Mass. Center for Applied Social Research.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-A-038

Pub Date Aug 74  
Grant—OEG-1-71-0013(509)  
Note—170p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Academic Achievement, \*Activism, \*College Students, Family Background, Higher Education, \*Socioeconomic Status, \*Student Attitudes, Student Characteristics

With survey data from college and noncollege youth and their parents collected in the spring of 1969 for CBS News by Daniel Yankelovich Inc., this investigation evaluates existing theories of the youthful protest involvement of the 1960s. The analysis shows that youthful alienation, critical perspectives on society, and rejection of traditional values, contribute to the protest behavior of youth, and that these personal dispositions are, in turn, encouraged by various factors in the social backgrounds, family environments, and educational contexts of young people. These findings are generally consistent with theories that hold that the social backgrounds and family experiences of young people predispose them toward protest involvement. However, the analysis also reveals that the social class backgrounds of youth and academic standing of the colleges and universities they attend strongly encourage protest activity independently of personal dispositions, such as youthful alienation, social criticism, and traditional values. The sizable independent contributions of family SES and school quality lead to alternative interpretations of the protest movement in terms of the "dynamics of disorderly politics" and the "political incorporation of the student status," and to suggestions for further analyses of these data. (Author)

**ED 098 885** HE 006 067  
Central State University. Its Unique Role: In Retrospect, In Prospect.

Central State Univ., Wilberforce, Ohio.  
Spons Agency—George Gund Foundation, Cleveland, Ohio.

Pub Date 74

Note—35p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Educational Objectives, Enrollment, \*Higher Education, \*Institutional Role, Mergers, Minority Groups, Program Development, \*Resource Allocations, Seminars, \*Teacher Education, Technical Education, Universities

After a devastating tornado, a firm commitment was made to rebuild Central State University. As a college, its mission was to provide teacher training, to develop technical programs, and to stabilize these programs for minority students. In 1965, Central State was granted university status. The Central State University is

plagued by two issues: (1) closing or merging with neighboring institutions, and (2) inequities in the procedures for allocating State subsidy to the university. Despite its problems, Central State University has provided the state of Ohio with outstanding graduates who contribute their skills and talents in positions that range across the economic and professional spectrum. Recommendations of this report are addressed to the university administration, faculty, students, alumni, the board of regents, and the Ohio general assembly. The recurring theme is that existing resources must be maximized not only internally but externally as well. Development of creative programs that attract students across various sectors is necessary. Efforts need to be exerted to demonstrate the university's ability to work cooperatively with other institutions to develop stronger programs, and to promote planned educational seminars and student support programs. Appendices include financial data and appropriations, enrollment figures, and staff biographies. (Author/PG)

**ED 098 886** HE 006 068  
What's Lutheran About Higher Education?

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date 74

Note—85p.; Proceedings of the annual convention of the Lutheran Educational Conference of North America (60th, St. Louis, Missouri, January 11-12, 1974)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Church Related Colleges, \*Educational Philosophy, \*Higher Education, \*Private Colleges, \*Religious Education

The papers and proceedings of the 60th Annual convention of the Lutheran Educational Conference of North America are presented. The first paper, What's Lutheran About Higher Education? discusses whether an institution, a college, seminary, or university can regard itself as an embodiment of the western tradition of higher learning if it abrogates the freedom of investigation. The second paper, What's Lutheran About Higher Education? Theological Presuppositions, suggests that the closer one advances toward that center where humanity was more substantively the object of studies, the more it would make a difference whether the general view of man from which one proceeded was Christian or something else. The third paper, Should We Be More Assertive About Our Christian Values?—A Constitutional Perspective, suggests that in view of the explicit constitutional policy in favor of religious liberty it would be anomalous to suggest, on the one hand, that it must renounce the religious aspects of its programs. Finally, Church School, Public Servant, suggests that the present situation in the world gives a good illustration of the need for combining the distinctive ministry of the church with the public service of general education. (Author/MJM)

**ED 098 887** HE 006 069  
Suddarth, Betty M. And Others

Enrollment Projections for Indiana Postsecondary Education 1974-1990.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Spons Agency—Indiana State Commission for Higher Education, Indianapolis.

Pub Date 74

Note—88p.  
**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Community Colleges, Demography, Economic Research, \*Enrollment Projections, Enrollment Trends, \*Graduate Study, \*Higher Education, Junior Colleges, \*Post Secondary Education, Private Colleges, State Colleges, State Universities, Statistical Data, \*Undergraduate Study

In order to project public postsecondary enrollments, the total enrollments for all the institutions in the state, both public and private and independent, needed to be considered. Data for all Indiana institutions were collected for freshmen, sophomore, junior, senior, other, professional and graduate levels. Individual institutions and individual campus projections were made for the public institutions. Independent school data were used to project enrollment by level in aggregate. Emphasis is placed on demographic and economic background data, postsecondary educa-

tion in Indiana, projections of enrollment in Indiana, and recommendations for developing future projections of enrollment. Statistical data and abstracts of various enrollment studies by state are included. (MJM)

ED 098 888 HE 006 070

*Shulman, Carol Herrstadt.*  
Private Colleges: Present Conditions and Future Prospects. ERIC/Higher Education Research Report No. 9.

George Washington Univ., Washington, D.C.  
ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—62p.

Available from—American Association for Higher Education, Publications Department, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.75 HC-\$1.15 PLUS POSTAGE

Descriptors—College Students, Educational Benefits, \*Educational Finance, Educational Needs, \*Enrollment Trends, Federal Aid, \*Financial Problems, Financial Support, Government Role, \*Higher Education, Historical Reviews, \*Private Colleges, Recruitment, State Aid, Student Characteristics

Many private colleges and universities are facing a combination of cost escalation and declining enrollment pressures that threaten their roles as a major influence in U.S. higher education. Rising tuition costs have caused many students to seek lower cost public institutions, thus aggravating an already difficult financial situation. In the face of worsening financial stringencies and enrollments diminishing at an accelerated rate, important public policy issues have been addressed in a number of major studies about restoring the financial health of this higher education resource. In addition to presenting a brief historical sketch of private higher education institutions in the U.S., focus is placed on the means by which these institutions, through changes in public policy and critical self-analysis, can be assisted to survive and continue to fulfill their important mission as an essential part of the American system of higher education. (MJM)

ED 098 889 HE 006 071

*Juster, F. Thomas, Ed.*  
Education, Income, and Human Behavior.  
Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—450p.

Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 (\$17.50)

Document Not Available from EDRS.

Descriptors—\*College Graduates, \*Educational Benefits, Employment Opportunities, Family Background, Family Structure, \*Higher Education, Marital Status, Political Attitudes, Social Attitudes, \*Socioeconomic Status, Statistical Data, \*Wages

This volume of essays reflects some ways higher education influences marriage patterns, family size, consumption, savings, and a cluster of social and political attitudes. Topics cover: mental ability and higher educational attainment in the 20th century; education, experience, and the distribution of earnings and employment; education as an investment and a screening device; ability and schooling as determinants of lifetime earnings; the returns to investment in higher education; education and the allocation of women's time; measuring the obsolescence of knowledge, education, and consumption; the relation between schooling and savings behavior; education, the price of time, and life-cycle consumption; the relation between education and crime; education and fertility; the influence of education and ability on salary and attitudes. Statistical data are presented. (MJM)

ED 098 890 HE 006 072

*Sutton, Francis X. And Others*  
Internationalizing Higher Education: A United States Approach. Occasional Paper No. 13.  
International Council for Educational Development, New York, N.Y.

Pub Date 74

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.15 PLUS POSTAGE

Descriptors—\*Area Studies, \*Comparative Education, Educational Needs, Educational Responsibility, \*Foreign Countries, Government Role, Graduate Study, Higher Education, \*International Education, School Community Relationship

Three papers concerned with internationalizing higher education in the U.S. are presented with a commentary giving a Swedish perspective. The first paper, The International Role of the University in the Decades Ahead, emphasizes the need for area studies that will contribute to the general and liberal education of students. The second paper, Reflections on the Internationalizing of Higher Education, suggests the need for universal values and stresses it is the university's responsibility to strengthen its capacity to direct its own internationalization and to educate governments and citizenries concerning the role and value of higher education. The third paper, Graduate Education, International Studies, and the National Interest, indicates that graduate education and international studies have become too far removed from the society that supports them. A viable relation with government and society is now the task of the modern university. (MJM)

ED 098 891 HE 006 073

*Szczepanski, Jan*  
Higher Education in Eastern Europe. Occasional Paper No. 12.

International Council for Educational Development, New York, N.Y.

Pub Date 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.15 PLUS POSTAGE

Descriptors—Adult Education, \*Comparative Education, Educational Administration, \*Educational Objectives, \*Foreign Countries, \*Higher Education, \*Instructional Systems, Organizational Development  
Identifiers—Eastern Europe, \*Poland

This paper describes briefly general characteristics of the higher educational system in Poland and in Eastern Europe with emphasis on the features and characteristic elements that determine the organization and goals of higher education. Discussion also includes the functions, goals, and tasks of higher education; access to higher education; the system of adult education; the professoriate; and management and administration. (MJM)

ED 098 892 HE 006 074

Higher Education and Service to Our States.  
Proceedings of the 23rd Legislative Work Conference.

Southern Regional Education Board, Atlanta, Ga.  
Pub Date Oct 74

Note—49p.; Proceedings of the Legislative Work Conference sponsored by the Southern Regional Education Board (23rd, Lexington, Kentucky, October 1974)

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

EDRS Price MF-\$0.75 HC-\$1.15 PLUS POSTAGE

Descriptors—\*Collective Bargaining, College Faculty, Coordination, \*Higher Education, \*Medical Education, Optometrists, \*Statewide Planning, \*Veterinary Medicine

Papers include: Faculty Collective Bargaining in Higher Education; The University in Service to State Government; The New Environment for State Planning and Coordination of Higher Education; American Medical Education in the Year 209; Meeting the Needs of the States for Optometrists; and Meeting the Needs of States in Veterinary Medicine. (MJM)

ED 098 893 HE 006 075

*Canton, John E.*  
The Threat of Efficiency. Planning for Higher Education; Vol. 3, No. 5:3/5.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Oct 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.15 PLUS POSTAGE

Descriptors—Budgeting, Educational Quality, \*Educational Trends, \*Efficiency, Enrollment Trends, Failure Factors, Governance, \*Higher Education, Program Evaluation, \*Success Factors, Universities

Much of the criticism of higher education involves demands for greater efficiency. In certain areas, such critiques are valid; in others, they are misguided. Often the criteria and measurements used are misleading. In presenting the perspective of a large university, three erroneous means of increasing efficiency are highlighted, including: (1) the use of overly simplistic measures of efficiency; (2) short-run responses to each fluctuation in program enrollment; and (3) insistence on institutional or system-wide uniformity. Special considerations of the large university, in order to deal with efficiency, are the university budget, trying to achieve efficiency through increasing uniformity, the range in program and faculty quality, and the range in student quality. Areas to begin to improve efficiency and effectiveness include departmental reviews, central university monitoring of course and program proliferation, cost analysis and comparison among institutions, conversion of the institutional budgeting process into an effective management reporting system, resensitizing the system to rewarding improvement, tenure and retirement decisions, position control at the provost's level, annual enrollment forecasting down to departmental levels, training workshops for chairmen and assistant deans, good research and development in instructional improvement, reexamination of academic governance and grievance processes, the education of bureaucrats, the education of faculty groups, and bridging boundaries of disciplines. (MJM)

ED 098 894 HE 006 076

*Tonn, Joan C.*  
Planning in a Changing Environment. Planning for Higher Education; Vol. 3, No. 5:4/5.  
Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Oct 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.15 PLUS POSTAGE

Descriptors—\*Decision Making, \*Educational Planning, Educational Quality, Efficiency, \*Higher Education, \*Institutional Research, Resource Allocations

Institutional research is an adaptive tool. It aids decisionmakers in assessing an institution's efficiency, and in determining the appropriateness of the institution's goals in relation to social needs. However, given the limited resources available for planning, choices must at times be made as to whether to concentrate analytical studies on internal functioning or on the external environment. This article describes the planning focus of one institution, the University of Massachusetts/Boston, which evolved along with changing external conditions in recent years. (Author)

ED 098 895 HE 006 077

*Mittau, Charlotte Theibert, P. R.*  
Connecting Campus, Community and School. Planning for Higher Education; Vol. 3, No. 5:5/5.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Oct 74

Note—5p.

EDRS Price MF-\$0.75 HC-\$1.15 PLUS POSTAGE

Descriptors—Curriculum Development, \*Educational Planning, \*Educational Resources, Facility Planning, \*Higher Education, Primary Education, Recreational Facilities, \*School Community Relationship, Secondary Education, Space Utilization

Identifiers—\*Research Allocations

This document presents excerpts from the Society for College and University Planning's West Coast Regional Long Range Planning Workshop, held January 17-19, 1974 in San Diego. The remarks illustrate the range of options available to administrators seeking to provide educational resources to the entire community. The first of the two-part summary stresses the need for increased participation by higher education in training of personnel and the preparation of the curricula for primary and secondary education. The second part focuses on artificial turf and membrane roofs as leading examples of the evolution of the school gymnasium into the open, multi-use recreational facility. (MJM)

ED 098 896

HE 006 078

Kramer, Lawrence F.

Cooperation: The Whole is More Than the Sum of Its Parts. Planning for Higher Education; Vol. 3, No. 5:1/5.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Oct 74

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Consortia, Coordination, Educational Needs, \*Educational Planning, Enrollment Trends, \*Higher Education, \*Interinstitutional Cooperation, Interstate Programs, \*Statewide Planning

Identifiers—\*1202 Commissions

The long-term planning concerns of colleges and universities have been shifting in recent years. Emphasis is increasingly being placed on the exploitation of all higher education resources through regional or state coordination, and on the adjustment of services to the changing educational and vocational needs of society. The Ninth Annual Conference of The Society for College and University Planning, held in Denver July 14-17, 1974 examined the causes and results of these new developments. The report on the conference explores the implications of the new priorities in higher education. Emphasis is placed on the new realities of the 1970's and 1980's including declining enrollments, assumptions of the steady state, political implications, and finances. The emergence of statewide planning is discussed in relation to the 1202 commissions, statewide data and research, statewide coordination of academic programs, and interstate reciprocity. In reviewing the alternative of consortia, the Auraria Consortium is described, along with models of dividing up the curriculum, private participation and the future of consortia. Finally, implications for the world of higher education are discussed in relation to the students, faculty and staff, government, educational institutions, and institutional planners. (MJM)

ED 098 897

HE 006 079

Wing, Paul Romney, Leonard

An Examination of Possible Statewide Applications and Extensions of the NCHEMS Program Classification Structure. Technical Report No. 50.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Classification, Coordination, \*Educational Planning, \*Higher Education, Information Systems, \*Management Systems, \*Post Secondary Education, Program Administration, \*Statewide Planning

Identifiers—\*Program Classification Structure

This document suggests to state postsecondary education agencies and other organizations concerned with postsecondary educational planning and management a possible state-level information structure that incorporates the National Center for Higher Education Management Systems (NCHEMS) Program Classification Structure (PCS). It provides some specific suggestions concerning how such agencies might aggregate institutional data presented in PCS format for various purposes, and in this context it touches on the sensitive question of the level of details at which data are required for statewide planning and management efforts. (MJM)

ED 098 898

HE 006 080

Pollution in Higher Education. Efforts of the U.S. Office of Education in Relation to Degree Mills.

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Accreditation and Institutional Eligibility Staff.

Pub Date [74]

Note—14p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Academic Standards, \*Degree Requirements, \*Degrees (Titles), \*Educational Quality, Federal Government, Government Role, \*Higher Education, Institutional Role

Identifiers—Degree Mills, \*Office of Education

These papers concern the efforts of the U.S. Office of Education to eradicate "degree mills", that is, organizations that award degrees without requiring their students to meet educational standards for such degrees, standards that have been established and traditionally followed by reputable educational institutions. The rapid growth in degree mills and their negative effect on the American educational system are emphasized in light of persistent efforts to halt their advances. (MJM)

ED 098 899

HE 006 081

Leslie, Larry L.

A Case for Low Tuition.

Pub Date Nov 74

Note—21p.; Paper presented at the Meeting of Regional/Branch Campus Deans (Rice Lake, Wisconsin, June 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Students, Costs, Educational Benefits, \*Educational Economics, \*Educational Finance, Financial Support, \*Higher Education, Post Secondary Education, \*Student Costs, \*Tuition

This document presents ideas and arguments concerning the concept of low tuition. Part I discusses the present state and future promises in regard to tuition pricing. It is suggested that tuitions are rising because the costs of higher education are rising. Also higher education is losing in the competition for public resources; however the reports of the various national groups studying the financing of higher education have favored increases. The second part discusses the rationale generally offered by those who support higher tuition, the extent to which the recommendations of the national reports are being carried out, and the effects of these recommendations on institutions and students. Finally, the critical importance of low tuition to the survival of post-secondary education is suggested. (MJM)

ED 098 900

HE 006 082

Connell, James Steve

Faculty Professionalism Beyond the University Classroom.

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 18 Nov 74

Note—134p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*College Faculty, \*Higher Education, \*Noninstructional Responsibility, \*Professional Recognition, Publications, Recognition, Rewards, \*Teacher Characteristics, Universities

Identifiers—\*University of San Francisco

This document reports a study of faculty professionalism beyond the university classroom at the University of San Francisco. Data were collected concerning professional listing rate by rank; faculty variables; faculty characteristics; scholarship/professional service items; frequency and proportional distributions of professionalism areas; published scholarship; papers given at professional/learned society meetings; creative works; theater, music, ballet, and sports performance; scholarly publications, lay-oriented public appearances and training groups; service to government, church, and civic groups; service to professional/learned societies; university-connected service; and consultancies. (MJM)

ED 098 901

HE 006 083

Policies for Higher Education. General Report.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—174p.; Proceedings of the Conference on Future Structures of Post-Secondary Education (Paris, France, June 1973)

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Educational Finance, \*Educational Planning, \*Educational Policy, \*Higher Education, \*Labor Market, Organizational Development, Organizational Effectiveness, Post Secondary Education, Research Utilization, Structural Analysis

The Organization for Economic Cooperation and Development (OECD) organized a Conference on Future Structure of Post-Secondary

Education, Paris, June 1973. The central concern of the conference was to examine the advent of mass higher education in its main patterns and characteristics and to identify alternative policy measures for facilitating the overall structural transformation of the system towards meeting its new objectives in the context of social and economic development. This document reports conference proceedings and papers presented, covering overall issues in the development of future structures of postsecondary education, accessibility to postsecondary education and employment, nontraditional forms of study in postsecondary education, the structure of studies and the place of research in mass higher education, and the planning and financing of postsecondary education. (MJM)

ED 098 902

HE 006 084

Attrition and Retention of First-Time, Full-Time Students in Two-Year and Baccalaureate Degree Programs, Class of 1973. Report No. 4-74.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date Oct 74

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Bachelors Degrees, Community Colleges, \*Dropout Rate, \*Higher Education, Institutional Research, \*School Holding Power, State Universities, Statistical Data, \*Transfer Students

This document presents statistical data concerning the attrition and retention of first-time, full-time students in 2-year and baccalaureate degree programs for the class of 1973 of the State University of New York. Statistics cover attrition and retention in baccalaureate programs and in 2-year programs at institutions of the State University of New York. Attrition/retention at institutions of the State University of New York is compared with national attrition/retention data and transfer data for students enrolled in 2-year programs at institutions of the State University of New York. Tables are included for university centers, university colleges, specialized colleges, statutory colleges, health sciences centers, agricultural and technical colleges, and community colleges. (MJM)

ED 098 903

HE 006 085

Structure of Studies and Place of Research in Mass Higher Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—130p.; Background studies prepared for the Conference on Future Structures of Post-Secondary Education (Paris, France, June 1973)

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$5.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—College Instruction, Credit Courses, \*Educational Needs, \*Higher Education, \*Organizational Effectiveness, Post Secondary Education, \*Research Utilization

This document presents four background studies related to one of the major themes of the OECD Conference on Future Structures of Post-Secondary Education. The major thrust of the papers deals with structure of studies and place of research in mass higher education. Topics cover new teaching-research relationships in mass postsecondary education, the place and role of basic research in the future structures of postsecondary education, the integration of learning and research in mass higher education, and the American academic credit system. (MJM)

ED 098 904

HE 006 086

Huckfeldt, Vaughn And Others

A Design for a Federal Planning Model for Analysis of Accessibility to Higher Education.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-72-3575

Note—104p.; Related documents are HE 006 087 and 088

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Educational Demand, Educational Planning, Federal Aid, \*Federal Programs, \*Financial Support, \*Higher Education, Management Systems, \*Models, Private Financial Support, State Aid

The basic prototype model presented in this report simulates the impact of federal, state, and private funding programs by using differential dynamic programming to construct a 5-year operating plan for several classes of institutions. The institutional supply of spaces for students is identified by these operating plans for each of the classes of institutions; and the interaction of the institutional supply with the student demand (generated in a stochastic choice section of the model) produces calculations of students enrolled, empty spaces, unsatisfied demand, financial conditions, and faculty levels of each group of institutions. This report concludes with a discussion of the research necessary to transform the prototype model into a fully developed analytic tool for federal educational policy analysis. (Author)

ED 098 905 HE 006 087

Weldon, Kent. *Huckfeldt, Vaughn*

**Prototype Software for a Federal Planning Model for Analysis of Accessibility to Higher Education.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-72-3575

Note—98p.; Related documents are HE 006 086 and 088

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Computer Programs, Educational Demand, \*Educational Planning, Educational Supply, Federal Aid, \*Federal Programs, Financial Support, \*Higher Education, Management Systems, \*Models, Private Financial Support, State Aid

This report presents the prototype software resulting from an initial research effort in the development of a comprehensive national planning model for higher education. The software for the prototype model requires as input existing or derivable institutional and student data and is designed to permit prototype planning studies to examine the impact of alternative federal programs on accessibility and, to a lesser extent, on institutional viability. The model also will assist in identifying high-payoff areas for future research on a comprehensive planning model and additional data requirements of such a model. The model software is written in ANS FORTRAN for use on a C.D.C. 6400 computer and requires 30K 60-bit words and utilizes two 50K random access data storage files. The design provides for interactive or batch modifications to the data files, remote batch processing with interrogation summary reports, and batch listing of detailed output information. (Author)

ED 098 906 HE 006 088

Huckfeldt, Vaughn

**A Federal Planning Model for Analysis of Accessibility to Higher Education: An Overview.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-72-3575

Note—50p.; Related documents are HE 006 086 and 087

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Educational Demand, Educational Planning, \*Educational Supply, Federal Aid, \*Federal Programs, \*Financial Support, \*Higher Education, Management Systems, \*Models, Private Financial Support, State Aid

This report presents an overview of the results of an initial research effort in the development of a comprehensive national planning model for higher education. The design of the prototype model discussed in this report is based on existing or derivable institutional and student data and is designed to permit prototype planning studies to examine the impact of alternative federal programs on accessibility and, to a lesser extent, on institutional viability. The prototype model will

assist primarily in identifying high-payoff areas for future research on a comprehensive planning model and additional data requirements of such a model. (Author)

ED 098 907 HE 006 099

**Independent Higher Education in Michigan. A Report from the Advisory Committee on Goal 4 of the State Plan for Higher Education in Michigan.**

Michigan State Dept. of Education, Lansing.

Pub Date Dec 72

Note—71p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Degrees (Titles), Enrollment, Enrollment Projections, \*Facility Planning, \*Higher Education, \*Private Colleges, \*State-wide Planning, \*Tuition

Identifiers—\*Michigan

This report represents an attempt to bring to the forefront the issues related to independent higher education in Michigan. Goal 4 concerns the methods by which the private institutions can be properly assisted. Recommendations include: (1) It is sound fiscal policy for Michigan to find ways to maximize utilization of existing facilities, public or independent, to provide higher educational opportunities at lowest cost to the taxpayer; public. (2) Michigan's independent colleges and universities have made and continue to make a very significant contribution to the state's economy and general welfare. (3) The avoidance of duplication in higher education programming is particularly stressed. (4) The state legislature is urged to expand immediately on programs already begun to guarantee equal educational opportunity and economy of choice for every Michigan citizen. (5) Legislative programs should result in narrowing the tuition gap existing between public and independent institutions. Appendixes include tables covering degrees awarded in Michigan, topology of Michigan independent colleges and universities, percentage of enrollment distribution, Michigan student financial assistance services, enrollment projections, and degree reimbursement programs. (Author/PG)

ED 098 908 HE 006 101

Priebe, Richard

**African Literature and the American University.**

Pub Date Nov 73

Note—14p.; Paper presented at the Annual Meeting of the American Sociological Association (Syracuse, New York, November 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*African American Studies, \*African Culture, \*African Literature, \*Curriculum Development, \*Higher Education, Negro Culture, Negro Literature

While African literature appears to be firmly established in American colleges and universities, its expansion, and in some cases its continuance, is threatened by two factors: racialism and departmental conservatism. As demands for courses in black literature can be met by an increased supply of scholars in Afro-American literature, fewer schools see a need for anyone to teach African literature. This is made easier by the convenience of the racial label "black literature" which is used ambiguously to cover all the literature of black peoples, including African, Afro-American, and Caribbean, thus hiding cultural distinctions behind political desires. Since the parameters of a traditional department are threatened by courses such as African literature, such courses will be tolerated only as long as political necessities force departments to offer them—or until these departments come to realize a humanistic necessity. Scholars have themselves all too long ignored these problems. The formation of an association of those interested in the field will serve not only as a symbol of commitment to the discipline, but also as an effective means of pooling and channeling energies toward defining long-term aims and defending the necessity of research and teaching in African literature. (Author)

ED 098 909 HE 006 110

Millitt, John D.

**Governance and Leadership in Higher Education.**

Academy for Educational Development, Inc., Washington, D.C. Management Div.

Pub Date Dec 74

Note—7p.; Address to Presidential Seminar, Management Division, Denver and San Francisco, 1974

Journal Cit—Management Forum; v3n8 December 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Administrative Organization, \*Educational Administration, \*Governance, \*Higher Education, \*Leadership, Leadership Qualities, Leadership Responsibility, \*University Administration

Leadership in the academic community arises from the necessities of the structure of governance within a college or university. It is obvious that the structure of governance comes first, and the leadership role follows from it. Governance is both a structure and a process. It is a structure that legitimates power groups and power relationships. It is a process for making basic decisions about purpose and form of governance, either implicit or explicit. Leadership is also a structure that establishes roles or influences the behavior of other persons in a social unit. It is a process of encouraging, persuading, and even of directing others to make decisions and to perform in accordance with decisions. The only two models for governance and leadership in higher education today are the institutional governance model and the community governance model. Interest in the community governance model is waning at the moment. Yet the institutional governance model will be different in the future from what it has been in the past. It will gradually be replaced by one in which institutional leadership perforce will exert ever more influence on academic affairs. Necessarily, this new kind of institutional leadership will require much more extensive information sharing, more lengthy consultation, and more careful sharing of authority than in the past. (Author/PG)

ED 098 910 HE 006 111

Irwin, Judith T., Ed.

**A Guide to Professional Development Opportunities for College and University Administrators. Seminars, Workshops, Conferences and Internships January-December 1975.**

Academy for Educational Development, Inc., Washington, D.C. Management Div.; American Council on Education, Washington, D.C. Office of Leadership Development in Higher Education.

Pub Date 74

Note—232p.

Available from—American Council on Education, Publications Division, One Dupont Circle, Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE

Descriptors—Administrator Education, Conferences, Developmental Programs, \*Guides, \*Higher Education, Internship Programs, Management, Professional Continuing Education, \*Program Descriptions, \*Seminars, \*University Administration, Workshops

The fifth annual edition of this guide is designed to assist administrators to identify activities on management procedures and staff leadership development. A substantial number of sponsoring organizations have contributed descriptions of a wide variety of seminars and other short-term professional development programs, most of which have been incorporated into this edition of the guide. Because of limited space, however, university degree programs, their component courses, and most of the annual meetings conducted by the professional associations have not been included. The information in each program summary is organized according to the following format: (1) name of activity; (2) sponsoring organization(s); (3) date(s) and location(s); (4) participant eligibility; (5) fees and what they cover; (6) room and board (place, location, costs); (7) application (dates, addresses, name of contact person for additional information); and (8) program description (topics, speakers, activities, etc.). Programs dealing with the same, similar, or related topics have been grouped together where possible, and the order of program summaries within each major section moves from general to more specific by subject matter. The sequence of program summaries in no way suggests any order of importance or endorsement but rather is intended to make the guide a more useful reference. (Author/PG)

## IR

ED 098 911

IR 001 205

Reilly, Jane

**Chicago's Study Unlimited; College Courses in the Library.**

American Library Association, Chicago, Ill. Office for Library Service to the Disadvantaged.

Pub Date 74

Note—14p.

Available from—Office for Library Service to the Disadvantaged, American Library Association, 50 East Huron Street, Chicago, Illinois 60611

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

**POSTAGE**

Descriptors—\*College Programs, Community Colleges, \*Extension Education, Independent Study, \*Individual Study, \*Library Extension, Outreach Programs, Part Time Students, \*Public Libraries, Video Cassette Systems

Identifiers—\*Chicago

By its eleventh month, Study Unlimited, a joint effort of the Chicago Public Library and the City Colleges of Chicago, included over 100 students pursuing courses for credit in three different city locations. A method of study utilizing videocassettes in conjunction with texts, study guides, and a library of related readings made it possible for students to apply for their examinations when they felt ready to do so. A curriculum of essential general education courses leading to the Associate in Arts degree was available. The students could do all their work, including consultations with faculty and counselors, in the public library. Librarians aided the students and administered examinations. The program provided a viable educational alternative for the mature working person. (Author/PF)

ED 098 912

IR 001 206

Jones, Clara S.

**Reflections on Library Service to the Disadvantaged.**

American Library Association, Chicago, Ill. Office for Library Service to the Disadvantaged.

Pub Date 27 Jun 73

Note—18p.; Paper presented at the Annual Meeting of the American Library Association (92nd, Las Vegas, Nevada, June 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

**POSTAGE**

Descriptors—\*Community Service Programs, Disadvantaged Groups, Information Centers, Information Needs, \*Information Services, Library Services, \*Outreach Programs, \*Public Libraries, \*Referral, Speeches

Identifiers—Detroit, The Information Place, TIP

Urban public libraries are confronted with a decreasing demand for traditional, book-oriented library services. In Detroit, library outreach programs attempted to encourage disadvantaged people to use the library with little success. The information that people needed in their everyday lives was not to be found in the library. To correct this situation, Detroit initiated The Information Place (TIP) program, an information and referral service that attempted to fill basic information needs. Collecting and organizing community information gave the library a new relation to its patrons and provided a new challenge to the library staff. (PF)

ED 098 913

IR 001 231

**Annual Report 1973, Council for Cultural Cooperation and Cultural Fund.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 74

Note—94p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

**POSTAGE**

Descriptors—Annual Reports, Cultural Enrichment, Cultural Exchange, \*Cultural Interrelationships, Curriculum, \*Educational Programs, Educational Technology, \*International Organizations, \*International Programs, Teacher Education

Identifiers—\*Council for Cultural Cooperation, Council of Europe

The activities of the Council for Cultural Cooperation (CCC) and the Cultural Fund of the Council of Europe during 1973 are described in this annual report. The educational activities are summarized in these areas: organization of education; curricula; content; subjects; training of teachers; educational technology; research

cooperation; exchange agreements; and mobility and equivalence. In addition, the activities of CCC in promoting cultural development and youth activities are described. (WH)

ED 098 914

IR 001 239

**The First New York Book Fair Catalog.**

Warm Neck, Cambridge, Mass.

Spons Agency—City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Pub Date 74

Note—74p.

Available from—Warm Neck, Box 442, Central Square, Cambridge, Massachusetts 02139 (12 issues \$7.50)

**Document Not Available from EDRS.**

Descriptors—Books, \*Directories, Exhibits,

\*Publishing Industry

Identifiers—\*Alternative Publishers

The organizers of the First New York Book Fair have listed the alternative presses that brought exhibits to the fair, as well as organizations interested in the non-establishment publications scene. According to the introduction, some directions taken by the new publishers are "new life-styles, ecology, mysticism, and spiritual awareness, photography, socialism, poetry and experimental fiction, feminism, science fiction, films, gay liberation, black literature, social change, liberation movements and lots more; in fine printing, offset books and magazines, and in mimeographing and graphics; and visual literature." (LS)

ED 098 915

52

IR 001 257

**A Library Facilities and Services Plan for Southeastern Wisconsin. Planning Report No. 19.**

Southeastern Wisconsin Regional Planning Commission, Waukesha.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Jul 74

Note—164p.

Available from—Division for Library Services, Field Services, 3030 Darbo Drive, Madison, Wisconsin 53714 (\$10.00)

EDRS Price MF-\$0.75 HC-\$7.80 PLUS

**POSTAGE**

Descriptors—College Libraries, \*Institution Libraries, Library Cooperation, Library Expenditures, Library Facilities, \*Library Planning, Library Services, \*Library Surveys, Program Planning, Public Libraries, Questionnaires, \*Regional Libraries, \*Regional Planning, Regional Programs, School Libraries, Special Libraries, University Libraries, Use Studies

The Southeastern Wisconsin Regional Planning Commission began a study of regional library planning in 1968. They identified needs and study objectives, and in 1969 inventoried existing library facilities, services, and use. This included public, school, academic, government, and special and institutional libraries both public and private. There was also an analysis of library revenues and expenditures in the region. From this information two basic development objectives were distilled: a full range of library services for the residents, and the location and design of library facilities for efficient as well as effective service. Taking into account changes in future population, land use, and new residential development, the commission considered alternative plans for library development. The commission has recommended a plan, to be implemented over an 18-year period, which includes some new facilities, additional mobile library units, increased materials, additional staff, a single seven-county federated library system with local autonomy but free exchange of information and materials, and a regional governing board. Sample questionnaires used in the inventory are included in the appendix. (LS)

ED 098 916

IR 001 260

DeLaurier, Nancy

**Slide Buyers Guide. 1974 Edition.**

Missouri Univ., Kansas City. Dept. of Art and History.

Spons Agency—College Art Association of America, New York, N.Y.

Pub Date Jan 74

Note—106p.

Available from—Nancy DeLaurier, Department of Art and Art History, University of Missouri, Kansas City, Missouri 64110 (\$3.00)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, \*Art Education, Art Products, Catalogs, Museums, Photographs, \*Resource Guides, \*Slides

Designed for studio art instructors, museum education programs, public libraries, high school teachers, and those who buy slides for teaching art history at the college level, this guide lists sources of slides in the United States and over 20 foreign countries. All U.S. sources are listed first, commercial sources are alphabetical by name and country, then museums alphabetical by city, followed by institutional sources. Evaluations are verbal instead of statistical. Questionnaires sent to slide suppliers provided the primary source of information. A list of sources for slide mounting materials has been added. (Author/WCM)

ED 098 917

IR 001 264

Shercliff, W. H. And Others

**College of Education Libraries Research Project. Volume 1 Report. Final Report.**

Didsbury Coll. of Education, Manchester (England).

Pub Date Jan 73

Note—315p.; For related document see Volume 2, IR 001 265

Available from—Didsbury College of Education, Wilmslow Road, Manchester, M20 8RR, England (3.50 English pounds for both volumes)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

**POSTAGE**

Descriptors—Audiovisual Aids, Catalogs, \*College Libraries, Financial Support, Interlibrary Loans, Job Analysis, Library Circulation, Library Collections, Library Expenditures, \*Library Materials, Library Material Selection, \*Library Research, Library Standards, \*Library Surveys, Objectives, Personnel, \*Schools of Education, Statistical Data, Use Studies

Identifiers—\*England

The College of Education Libraries Research Project was commissioned by the Department of Education and Science at Didsbury College of Education, Manchester, England. The topics investigated included the aims and objectives of college of education libraries, effective use of library materials, funding, book selection methods, staffing requirements, staff and student library use, and student book buying habits. Data for the report were gathered from surveys, questionnaires, use studies, circulation analyses, existing statistics, inventories, budgets, and various types of visits and investigations. The study was comprehensive, covering all the standard in-house library functions, plus interlibrary loans, audiovisual materials, and bookstores. There are numerous tables, statistics, and graphs interspersed throughout the text. The appendices are in a separate volume (IR 001 265). (LS)

ED 098 918

IR 001 265

Shercliff, W. H. And Others

**College of Education Libraries Research Project. Volume 2 Appendices. Final Report.**

Didsbury Coll. of Education, Manchester (England).

Pub Date Jan 73

Note—214p.; For related document see Volume 1, IR 001 264

Available from—Didsbury College of Education, Wilmslow Road, Manchester, M20 8RR, England (3.50 English pounds for both volumes)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

**POSTAGE**

Descriptors—\*College Libraries, Financial Support, Interlibrary Loans, Job Analysis, Library Circulation, Library Expenditures, Library Materials, Library Material Selection, \*Library Research, \*Library Surveys, Objectives, Personnel, Questionnaires, \*Statistical Data, Use Studies

Identifiers—\*England

This volume contains the appendices to the report of the College of Education Libraries Research Project (IR 001 264) commissioned by the Department of Education and Science, Didsbury College of Education, Manchester, England. It includes tables, graphs, statistical data, letters, questionnaires, and some narrative text on the subjects of effective library materials use, funding and expenditures, materials selection, staffing, staff and student library use, and students' book buying habits. (LS)

ED 098 919

52

IR 001 272

Black, D.V. And Others

**Evaluation of LSCA Services to Special Target Groups: Final Report.**

System Development Corp., Santa Monica, Calif.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Report No.—TM-5101-000-02

Pub Date 2 Jul 73

Contract—OEC-0-71-3704

Note—251p.; Appendices include 382p. on microfiche

EDRS Price MF-\$0.75 HC-\$12.60 PLUS POSTAGE

Descriptors—\*Disadvantaged Groups, \*Federal Programs, \*Handicapped, Information Needs, \*Institutionalized (Persons), Interviews, Library Services, National Surveys, Program Evaluation, \*Public Libraries, State Action, Statistical Data, Summative Evaluation, Tables (Data), Use Studies

Identifiers—\*Library Services and Construction Act, LSCA

To perform a complete and useful evaluation of the impact of federal funding, under Titles I, II, and IV of the Library Services and Construction Act (LSCA), on public library services to the disadvantaged, handicapped, and institutionalized, two convergent lines of study were undertaken: the study of project plans and achievements and the study of the needs of users and potential users. A comparison was made to determine the degree to which the projects satisfied the needs of the users. The study team examined the plans and actions of each state, queried all project directors, and conducted interviews with project personnel and with users and nonusers of the offered services. A determination of success and failure factors within projects contributed to the definition of a model program for service to special clientele. It was concluded from the data gathered that the LSCA projects studied had been successful to some extent. More projects succeeded than not, and significant numbers of special clientele groups were reached. LSCA funds also proved to have been a critical factor in these projects and to have been a prime factor in innovation in public library services in the United States. The bulk of this report consists of data presented in tabular form. (SL)

ED 098 920 IR 001 278  
Stafford, Robert M. Scoles, Clyde S.

A Survey of the Business Community for the Business and Technology Division Columbus Public Library.

Columbus Public Library, Ohio.

Pub Date 13 Jun 74

Note—62p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Business, Community Surveys, \*Industry, \*Information Needs, \*Library Surveys, Public Libraries, Questionnaires, Tables (Data), Use Studies

Identifiers—Columbus Public Library, Ohio

In the interest of providing accountable and responsive service, the Columbus Public Library undertook a survey of business community use of the library's Business and Technology Division. The survey was directed at manufacturing, service, professional, trade, and retail firms in the central Ohio area. A one-page questionnaire was devised to elicit information on the respondent's firm, sources of information, and opinions about the public library. The Chamber of Commerce membership directory formed the mailing list. The results of the survey suggested that two kinds of efforts were necessary to improve the services of the Business and Technology Division. The first was improved publicity, since only a small percentage of the respondents indicated an awareness of familiarity with the public services to business. The second was better services and facilities within the business library itself, in response to the expressed needs and opinions of the respondents. Survey results are presented in narrative and tabular form. (Author/SL)

ED 098 921 IR 001 279

Library Services with Deaf People: A Guide to Concepts, Activities, Resources.

Virginia State Library, Richmond.

Pub Date May 74

Note—6p.

Available from—Reed Coats, Institutional Library Consultant, Library Development Branch, Virginia State Library, Richmond, Virginia 23219 (free)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Aurally Handicapped, \*Deaf, Deaf Interpreting, \*Library Guides, \*Library Services, Outreach Programs, Public Libraries

Persons with normal hearing, especially in the public services, should make concerted efforts to become adept in forms of total communication so that more avenues to the everyday world are opened to deaf people. Awareness of the deaf world among the hearing and being involved with it are possibly just as important as those services established specifically for the deaf. The planning of library programs for the deaf, which should be done in conjunction with deaf members of the community, should commence with the establishment of priorities, perhaps including staff training for manual communication or the assumption of an advocacy role for the development of services. Resources for expanded library services can be explored in the areas of personnel, materials and equipment, and budget. There are a variety of programs and services which can be implemented to expand the public library's informational, instructional, and facilitative functions in direct aid to the deaf or for increased awareness among the hearing population. A list of agencies for the deaf provides additional sources for information. (Author/SL)

ED 098 922 IR 001 283

Palmer, Richard

TXWIL: TWX Interlibrary Loan Network.

Ohio State Library, Columbus.

Pub Date 74

Note—20p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—College Libraries, Information Services, \*Interlibrary Loans, \*Library Cooperation, \*Library Networks, Library Reference Services, Program Descriptions, Program Evaluation, Public Libraries, State Libraries, \*State Programs, Union Catalogs, University Libraries

Identifiers—\*Ohio, TWX

The Ohio State Library developed a TWX Interlibrary Loan (TWXIL) pilot project in 1971 in order to: (1) produce information that would be helpful in the design and operation of a reference and information network, and (2) produce improvements in library services and sharing of existing resources through the strengthening and limited extension of two existing interlibrary networks, and (3) improve interlibrary loan service through the state library. The state library and three large public libraries were connected by teletypewriters, and the state library had a computer terminal to interface with Ohio State University and the Ohio College Library Center. One of the three public libraries, Cleveland, was a communication link with seven other public and two academic libraries, four of which had a union catalog of adult nonfiction. Results of the pilot project were encouraging. Ninety percent of library requests were filled within eight working days, and 11,518 transactions took place in the year July 1972 through June 1973. Some possibilities for future improvements included better report forms, wider instruction of librarians in the knowledge and use of the TWXIL system, increased communication between the cooperating organizations, cost sharing, inclusion of subject requests, and system expansion. (LS)

ED 098 923 IR 001 286

Stuter, Jan Scroggs, Joyce

Working on a Buitessrap Or How to Put Together a TV Program for \$25 Or Less.

California Library Association, Sacramento.

Pub Date Jul 74

Note—7p.

Journal Cit—California Librarian; v35 n3 p40-45 Jul 1974

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Cable Television, Community Colleges, \*Community Service Programs, County Libraries, County Programs, Information Dissemination, Library Cooperation, \*Library Services, Publications, Public Libraries

Identifiers—\*California, Sutter County, Yuba County

Two librarians, one from Yuba County and one from Sutter County in California, prepared a cable television program as a means of presenting community information and bringing the library to the people. They put together a half-hour show which began with a self-introduction and explanation

by the two librarians, and came back to them occasionally for lead-ins to various parts of the program, which included a puppet show, a slide presentation, and critique of a restaurant, an explanation of a new food stamp program, a visual book review, a preschool program, and some library ad spots. Finally the two librarians had a brief informal conversation and invited audience comment. The show had been previously announced in newspapers, on local radio, and in fliers. In spite of some technical and financial problems, the show has become a bimonthly production using various media—8mm films, slides, videotape, animation, and live presentations—as well as many skilled local volunteers, and talent and help from the local community college. (LS)

ED 098 924 IR 001 289

Burch, Eugene

Information and Library Programs at the Technology Application Center (TAC).

New Mexico Univ., Albuquerque. Technology

Application Center.

Pub Date 16 Oct 74

Note—10p.; Paper presented at the Southwestern Library Association Annual Meeting (Galveston, Texas, October 16, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Aerospace Technology, College Faculty, Industrial Technology, \*Information Centers, \*Information Dissemination, \*Information Services, Scientific Concepts, Speeches, \*Technological Advancement, \*Technology

Identifiers—National Aeronautics and Space Administration, \*Technology Application Center, University of New Mexico

The Technology Application Center (TAC) at the University of New Mexico is one of six National Aeronautics and Space Administration (NASA) regional dissemination centers originally established to disseminate NASA technology to private industry on a regional basis. A fee is charged for TAC's services so it has been market oriented and has sought to act as a catalyst between users and suppliers of technological information. There are five programs at TAC, an industrial program, an energy information program, a business and industry extension program, a remote sensing program, and a center for environmental research and development. At the heart of TAC is a full service information center which supports the five programs and also provides a computerized literature search to faculty members at the University of New Mexico. (WH)

ED 098 925 IR 001 290

An Act for the General Revisions of the Copyright Law, Title 17 of the United States Code, and for Other Purposes. Senate Bill 1361. Ninety-Third Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date 12 Sep 74

Note—81p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Administrative Agencies, Cable Television, \*Copyrights, \*Federal Legislation, \*Information Dissemination, Information Systems, Phonotape Recordings, \*Reprography

Identifiers—\*Copyright Revision Bill, Fair Use

This text of Senate Bill 1361, placed before the 93rd session of the United States Congress, proposes a number of revisions in the federal copyright law. The bill defines the terminology of copyright and stipulates exclusive rights in copyrighted works, including print materials; sound recordings; pictorial, graphic, and sculptural works; and performances. The limitations on exclusive rights are defined with respect to: fair use, reproduction by libraries and archives, effect of transfer of a particular copy or phonorecord, exemption of certain performances and displays, ephemeral recordings, and secondary transmissions, including details on transmission by cable systems. The scope of exclusive rights is specified in terms of use in conjunction with computers and similar information systems. The bill also outlines ownership, transfer, and duration of a copyright; copyright notice, deposit, and registration; provisions for foreign works; infringement penalties; and the functioning of the Copyright Office and the Copyright Royalty Tribunal. (SL)

**ED 098 926**

IR 001 295

Bhola, H. S.

**ETV in the Third World; A Diffusionist's Perspective.**

Pub Date [74]

Note—53p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Community Development, \*Developing Nations, Diffusion, Educational Innovation, \*Educational Planning, \*Educational Television, \*Public Education, Rural Extension

Identifiers—\*Configurational Theory of Innovation Diffusion, Third World

A critique of policy and experience in the introduction of educational television in the Third World is made. Systems of public instruction and nonformal systems of education like agricultural extension, community development, and family planning are the main focus of the discussion. Further guidelines for policy makers are suggested for more effective planning and implementation of projects, increasing the probability that ETV, an educational medium of great potential, will be more functionally incorporated within educational systems in the developing (or the developed) world. The diffusionist's perspective is defined and explained, and the Configurational Theory of Innovation Diffusion is used as the analytical tool for discussion. India is used as an illustrating example. (Author/WH)

**ED 098 927**

IR 001 300

**Structuring for a Collection Development Policy. Working Paper No. 10.**

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date 7 Aug 74

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Criteria, Information Dissemination, Information Needs, Information Processing, \*Library Material Selection, Models, \*Policy, Publications, \*University Libraries

Identifiers—Michigan, \*Scholarly Publications, Wayne State University

The scholarly record, produced, distributed, and procured because of complex social values and by means of complex bureaucratic institutions, is now so large and continues to grow at such a pace that the task for identifying what should be purchased and retained for a particular library agency requires a highly abstract verbal model to explain. Collection development policy statements are not reducible to a locio-mathematical model because of the ranges of each of the variables that are involved in the decision-making process are wide. A perspective is developed based on the communication structure of scholarship and on the system of information dissemination. Given these two institutionalized and interrelated systems a structure can be devised to serve as guidelines for making decisions on the extend of Wayne State University's collecting through establishing the kind and extent of participation of the university in the scholarly communication process. (Author/LS)

**ED 098 928**

IR 001 304

Horsnell, Verina

**Intermediate Lexicon for Information Science. A Feasibility Study. Final Report.**

North London Polytechnic (England). School of Librarianship.

Pub Date Jul 74

Note—110p.

Available from—The Polytechnic of North London, School of Librarianship, 207-225 Essex Road, Islington, London N1 3PN, England (2.50 English pounds)

**Document Not Available from EDRS.**

Descriptors—\*Automatic Indexing, Classification, Coordinate Indexes, Evaluation, Feasibility Studies, \*Indexing, Information Processing, \*Information Science, Library Science, \*Machine Translation, \*Subject Index Terms, Thesauri

Identifiers—\*England  
An intermediate lexicon is described that employs a technique which allows, for a given subject area, the automatic translation of subject indexing from one indexing scheme into another. The lexicon was structured according to the principles of faceted classification and contained approximately 1,000 entries covering the field of library and information science. A number of

tests were undertaken to determine the effect on the switching performance of the intermediate lexicon of varying the relative vocabulary size, structure, and mode of use of the pair of indexing schemes between which the lexicon is used as a translation device. Inter-indexer consistency was also considered. Results showed that the greater the relative specificity and vocabulary size of the input language the better the switching performance. Performance was good also for the switch between the two classification schemes used in precoordinate mode. Factors in the input language which adversely affected the performance were low specificity and the frequent use, in the sauri, of coordination to represent concepts. (Author/LS)

**ED 098 929**

95

IR 001 305

Saville, Geoffrey G.

**Curriculum Specialists' Seminar. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spous Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Jul 73

Note—120p.; A Sub-Project of the Graduate Student Project, Phase II

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—\*Change Strategies, \*Curriculum Development, Instructional Design, Performance Based Education, \*Program Evaluation, Role Perception, \*Seminars

Identifiers—\*Curriculum Specialists, Psychovector Analysis, Wisconsin

This study designed, implemented, and evaluated a set of learning experiences designed to help curriculum specialists in the Wisconsin Vocational, Technical and Adult Education (VTAE) system increase their competencies. These learning experiences were validated in a three-day seminar. The overall research methodology of the study was based on an instructional development model developed by the National Special Media Institutes Consortium. A change model for the activities was developed. Thirteen presentations made up a set of learning experiences in the seminar, including curriculum development, instructional development, evaluation, small group analysis, teaching and learning styles, and psychovector analysis. Evaluation of the seminar indicated that the curriculum specialists found the experience relevant; a follow up indicated a commitment on their part to apply the seminar activities to their job. Some modification of the program was suggested. Appendixes contain material used to evaluate the seminar and some of the materials developed for the seminar. (JY)

**ED 098 930**

IR 001 306

Fast, Elizabeth T.

**The Role of the School Media Center and the School Media Specialist.**

Groton Public Schools, Conn.

Pub Date Apr 74

Note—4p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Innovation, Elementary Secondary Education, \*Individualized Instruction, \*Instructional Improvement, Instructional Materials Centers, \*Library Role, \*Media Specialists, \*Personnel Needs, School Libraries, Staff Role

As schools move from a classroom-dominated program to a learner-oriented program, the media program emerges as an integral part of the school experience. The success of the educational programs depends in large part on the way learners use resources to find, evaluate, and apply information. The media specialist works with teachers and students to plan and carry out a program which makes the best use of all types of media. Individualization of instruction is impossible without an active media program. The elementary schools of Groton, Connecticut are moving rapidly toward this learner-oriented type of program, with the media program taking an important role. Lack of trained media specialists has been a limiting factor, but, since the Groton schools never had separate audiovisual and library programs, many of the coordination problems faced by other schools have been bypassed. The media program has moved beyond the media centers into the entire school and is attempting to play a strong role in curriculum development and the individualization of instruction. This report

utilizes many quotes from a study, published by the U.S. Office of Education, which reviews the school library media field. (Author/SL)

**ED 098 931**

IR 001 307

Fast, Elizabeth T.

**The Media Program is an Integral Part of the Reading Program.**

Groton Public Schools, Conn.

Pub Date Mar 74

Note—3p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Innovation, Elementary Secondary Education, Independent Study, Instructional Improvement, \*Instructional Materials Centers, \*Library Role, \*Media Specialists, \*Reading Improvement, Reading Interests, \*Reading Programs, School Libraries, Staff Role, \*Student Motivation, Supplementary Reading Materials

The media program plays a direct and important role in the reading program in the Groton Public Schools, functioning in a close relationship with the classroom to promote student reading in several ways. The media center provides easy access to a variety of interesting materials for students to use in practicing the reading skills learned in the classroom. The media specialist, whose educational background includes a study of children's and adolescent literature, is able to provide reading guidance to the individual student and to promote the study of literature through story hours, book discussions, and the preparation of reading lists. Supplementary print and non-print materials are distributed to improve classroom instruction. Part of the media program is devoted to more effective use of media, including mass media, in the curriculum. When student interest in various topics is stimulated by television, the school media program provides materials for followup reading on these subjects. The media center serves as a stimulus to change and innovation in the classroom by introducing new programs in reading and other subject fields. (Author/SL)

**ED 098 932**

95

IR 001 308

Martin, Clesen J.

**Development of an Analytical Approach to Telegraphic Communication. Volume 1. Final Report.**

Texas A and M Research Foundation, College Station.

Spous Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—10176F

Pub Date 31 May 74

Contract—OEC-6-71-0527(509)

Note—325p.; For a related document see Volume II, IR 001 309

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

Descriptors—College Students, \*Communication (Thought Transfer), Educational Research, Experiments, Readability, Reading Comprehension, Reading Development, \*Reading Research, Reading Speed, \*Telegraphic Materials

It has been assumed that written and spoken language contains many words and word sequences which are unnecessary for the comprehension of a message. The purpose of this research was the development and evaluation of three major telegraphic production schemes. Telegraphic prose refers to an abbreviated writing style similar to that found in telegrams. These reduction schemes were based upon the analysis of word frequencies, grammatical categories, and kernel sentences. Eight experiments were conducted in which different types of educational materials were shortened to form various levels of word deletions of the traditionally written materials. Comprehension, reading rate, reading time, and presentation efficiency measures were obtained from samples of college students. The results showed that some degree of prose reduction was possible without significantly affecting reading performance. Extreme reduction levels in certain grammatical and word frequency categories did adversely affect performance. Results showed that the three telegraphic production schemes do provide a basis for the development of telegraphic materials. Results were interpreted as supporting the assumption that written language contains many words and word sequences which are unnecessary for the comprehension of

newspaper style, fiction, and scientific materials. (Author)

**ED 098 933** 95 IR 001 309  
Martin, Clesen J.

**Development of an Analytical Approach to Telegraphic Communication. Volume II. Final Report.**

Texas A and M Research Foundation, College Station.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—10176F

Pub Date 31 May 74

Contract—OEC-6-71-0527(509)

Note—1,043p.; For a related document see Volume I, IR 001 308

**EDRS Price MF-\$1.65 HC-\$49.80 PLUS POSTAGE**

Descriptors—College Students, \*Communication (Thought Transfer), \*Educational Assessment, Educational Research, Experiments, Readability, Reading Comprehension, Reading Development, \*Reading Research, Reading Speed, \*Telegraphic Materials

This study analyzed and evaluated three major telegraphic production schemes. This second volume consists of eight appendixes which give the stimulus materials in their various reduction formats and their associated tests. For the first volume of the study see IR 001 308. (WCM)

**ED 098 934** IR 001 310

**Solo Works; Newsletter No. 27.**

Pittsburgh Univ., Pa. Project Solo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 74

Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Computer Programs, Computers, Computer Science, \*Computer Science Education, Educational Technology, \*Newsletters, Secondary Education

Identifiers—\*Project SOLO, University of Pittsburgh

A newsletter for the SOLO Project at the University of Pittsburgh contains short problems and solutions of a general nature that arise in computer technology for education and computer science education. The recent and planned activities of the SOLO Project are also listed. Solo Works Newsletter No. 25 is a poster and No. 26 is a journal reprint; therefore neither is available through ERIC. (WH)

**ED 098 935** IR 001 311

**Soroka, Marguerite C.**

**Library Legislation is for Special Librarians Too.**

Engineering Societies Library, New York, N.Y.

Pub Date Jun 74

Note—7p.; Paper presented at the Special Library Association Annual Meeting (65th, Toronto, Ontario, Canada, June 9-13, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Federal Programs, Financial Support, \*Legislation, \*Library Associations, Library Networks, Library Reference Services, \*Special Libraries, Speeches, State Programs

Identifiers—Special Libraries Association

Library legislation affects all types of libraries, including special libraries. A good example is found in the New York state legislation for Reference and Research Library Resources Systems, in which public, business, industrial, hospital, college, university and historical society libraries are organized into nine regional councils. The 1974 New York legislative program provided for union lists of serials and newspapers, a bibliographic data center, statewide delivery systems, materials preservation, access to materials by scholars, workshops, continuing education programs, collection development, and reference services. The Special Libraries Association should form a legislative committee to work with other library legislative committees at the national level to influence legislation on services, funding, intellectual freedom and obscenity issues, and copyright. In addition, special librarians should form legislative committees at state and local levels, or join with existing committees. The special librarian may also influence legislation by writing to elected officials. (LS)

**ED 098 936** IR 001 312

**Eaton, Deborah A.**

**Role of the Special Librarian in a Federal Natural Resources Research Laboratory.**

Fish and Wildlife Service (Dept. of Interior), Denver, Colo. Wildlife Research Center.

Pub Date 11 Jun 74

Note—8p.; Paper presented at the Special Library Association Annual Meeting (65th, Toronto, Ontario, Canada, June 9-13, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Government Libraries, Information Sources, Librarians, Library Collections, Library Cooperation, Library Services, \*Research Libraries, \*Special Libraries

Identifiers—Wildlife Research Center

The function of a Federal research library reflects the purpose of the laboratory it serves and the philosophy of the librarian. Libraries at the Fish and Wildlife Service research centers must rely on small specialized collections, supplemented by a large amount of cooperation among agency libraries and other subject-related collections. Due to personnel, funding, and space limitations, the conscientious librarian must serve his research staff by coordinating the resources of his own and other libraries, as well as being familiar with data bases and other specialized information resources that complement his collection. Each library is funded through the research center budget and is locally administered. In the end, however, it is the philosophy and goals that the librarian sets for himself and his library that are responsible for the success and relevance of the library services. (Author)

**ED 098 937** IR 001 313

**Thomassen, Cora E., Ed.**

**CATV and Its Implications for Libraries.**

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date 74

Note—91p.; Proceedings of the Allerton Park Institute (Monticello, Illinois, November 11-14, 1973)

Available from—University of Illinois, Graduate School of Library Science, Urbana, Illinois 61801 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—\*Cable Television, Community Services, Computers, Conference Reports, Information Networks, Information Services, Interaction, Libraries, Man Machine Systems, Policy, Program Planning, \*Public Libraries, Public Television

Identifiers—Allerton Park Institute

The theme of the nineteenth Allerton Park Institute, held in November, 1973, centered on the implications of cable television for libraries. Nine of the oral presentations were edited for inclusion in this collection. The subjects covered are: the relationship between libraries and cable TV; the possibilities of a community network; franchising problems and procedures; the use of cable TV for access to information; the problems and possibilities of interactive (two-way) cable television, with computer links; library planning and policy for use of cable TV; public access for community workshops; and the opportunities provided to libraries by cable TV. (LS)

**ED 098 938** IR 001 314

**Sparks, Rita, Comp. Scheer, Jon, Comp.**

**Locating Information About Companies. Library Guide, No. 12.**

Oakland Univ., Rochester, Mich. Kresge Library.

Pub Date 74

Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Annotated Bibliographies, \*Bibliographies, \*Business, \*Directories, \*Industry

The Kresge Library of Oakland University, Rochester, Michigan, has prepared a pamphlet listing sources of information about companies. The annotated list includes U.S. industrial directories, large companies listed by business publications, foreign directories, directories for specific industries or trades, business services, journal indexes, government documents, and telephone directories. (LS)

**ED 098 939** IR 001 315

**Wohlfel, Lois**

**Evaluation of Cable TV as a Delivery System for Vocational and Adult Education. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—53p.; Sub-Project of the Graduate Student Project, Phase II

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Adult Education, \*Cable Television, Evaluation, \*Programming (Broadcast), Questionnaires, \*Television Surveys, \*Vocational Education

Identifiers—\*Menomonie Vocational and Adult School

The cable television series, "Learning Never Ends", produced by the Menomonie Vocational and Adult School homemaking program in Wisconsin was evaluated in this report. The series was broadcast to the 1600 subscribers in the cable system, from which a sample of 400 was randomly selected to receive an opinion questionnaire. The response rate of the questionnaire was 35.5 percent. The results from the questionnaire indicated that a second viewing time was needed (preferable 7 p.m.), that the series should concentrate more on women's topics of interest, and that television programming should be an extension of vocational school classes. In addition, the questionnaire revealed that some respondents still were not aware that "Learning Never Ends" was being televised. (WH)

**ED 098 940** IR 001 316

**Ely, Donald P.**

**Future Training for Service: A Report to the Library and Information Science Profession.**

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Pub Date Oct 74

Note—16p.; Paper presented at the Southwestern Library Association Biennial Conference (25th, Galveston, Texas, October 15-18, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Change Strategies, \*Educational Change, Futures (of Society), Information Needs, \*Information Science, Information Scientists, Librarians, \*Library Education, \*Library Science, Planning, Professional Continuing Education, \*Professional Education, Professional Training

Present thought on professional library and information science education for the future is largely focused on improvements and modifications of present programs. However, more radical changes must be made to prepare professionals to cope with future information needs. Course content, structure, and methods should be altered to deal with new and diversified information forms and techniques, and professionals will need continuing education on a regular basis to keep informed. Librarians and information specialists should be competent in management, communication, counseling all aspects of information science, instructional program development, media production and use, research, subject knowledge, systems analysis and design, and technology. The library and information professional of the future should not be characterized by conformity, timidity, and rigidity, but rather by originality, boldness, flexibility, and enthusiasm for new ideas. (LS)

**ED 098 941** IR 001 317

**Romberg, George**

**Individualized High School Chemistry.**

Pub Date Nov 74

Note—6p.; Paper presented at the Annual Audio-Tutorial System Conference (6th, San Francisco, California, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Chemistry Instruction, \*College Freshmen, \*Individualized Instruction, Instructional Improvement, Instructional Innovation, Multimedia Instruction, \*Phonotape Recordings, Program Descriptions, Questionnaires, \*Teaching Methods, Video Tape Recordings

Identifiers—\*Audio Tutorial Instruction

The instructional program for first year college chemistry was altered to provide self-paced, individualized instruction using multimedia modules. Each unit must be passed before the student can proceed and thus all students who complete the program can be assured of a passing grade. The entire course is on 42 half-hour audio

tapes; students use these, the textbook, and other students for help in learning the material. In addition, the laboratory section is individualized so that all units are always available, and some demonstrations have been video taped. The course has been evaluated by student questionnaires during the three years it has been in operation. (WH)

**ED 098 942** IR 001 318

*Peelle, Howard A.*

**A Generalized Learning Game in APL.**

Pub Date 2 May 74

Note—10p.; Paper presented at the Annual Meeting of Shared Educational Computer Systems (New Paltz, New York, May 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Computer Programs, \*Computers, Computer Science, \*Educational Games, \*Game Theory, \*Programming

Identifiers—\*APL, A Programming Language

The computer programming language APL is used to describe a "learning" game, and the functions developed are generalized to extend to a class of rules. (Author/WH)

**ED 098 943** IR 001 319

*Peelle, Howard A.*

**Pygmalion's Computer.**

Massachusetts Univ., Amherst. School of Education.

Pub Date Jun 72

Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Artificial Intelligence, \*Computer Assisted Instruction, Computer Oriented Programs, \*Computers, Computer Science, \*Simulation

Identifiers—\*Gaming

Computers have undoubtedly entered the educational arena, mainly in the areas of computer-assisted instruction (CAI) and artificial intelligence, but whether educators should embrace computers and exactly how they should use them are matters of great debate. The use of computers in support of educational administration is widely accepted. Computers and computing can be an object of study—the field of computer science. Another use is making computers a vehicle for learning, and this is usually referred to as computer-assisted instruction. The last use of computers has suffered from stagnation and disappointment despite the early high expectations. The field of CAI is in dire need of revitalization and several new directions for human uses of computers in teaching are gaming and simulation, artificial intelligence in CAI and "ad-lib" CAI. The emerging areas should give control of the learning situation back to the student. (WH)

**ED 098 944** IR 001 321

*Rike, Galen E., Ed.*

**Public Library Statistics.**

Illinois State Library, Springfield.

Pub Date Oct 74

Note—110p.

Available from—Publications Unit, Illinois State Library, Springfield, Illinois 62756

Journal Cit—Illinois Libraries; v56 n8 p583-688 Oct 1974

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—County Libraries, \*Directories, Financial Support, Librarians, Library Circulation, Library Expenditures, Library Materials, \*Library Networks, \*Public Libraries, Regional Libraries, \*State Libraries, \*Statistical Data

Identifiers—\*Illinois

The Illinois State Library has compiled statistical and other information about the public libraries in the state. The first section lists each library alphabetically, gives the name of the head librarian, county and type of library, and lists statistics on population, fees, hours, transactions, staff, book and non-book resources, assessed valuation, tax rate, funding, wages, materials and operating expenditures. Another section contains a directory of libraries which provides the librarian's name, library address, board president, the date the library was built, and the library system to which it belongs. A page is devoted to each of the state's 18 library systems, and includes system headquarters, address and phone number; headquarters library; names of director and president; and a list of libraries in the system. Other

sections include lists of libraries by county, public libraries not in any system, association and endowed libraries, as well as an index of librarians, libraries, and areas served. A list of key personnel of the state library and their phone numbers is also provided. (LS)

**ED 098 945** IR 001 324

*Razik, Taher A.*

**Programming Creative Behavior.**

Pub Date 18 Apr 74

Note—23p.; Paper presented at the National Society for Performance and Instruction Annual Meeting (Miami Beach, Florida, April 18, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Creative Ability, \*Creative Development, Creative Thinking, \*Creativity, \*Creativity Tests, High School Students, Imagination, Originality, \*Problem Solving, \*Programed Instruction, Programed Materials

Creativity can be considered a function of knowledge, imagination, and evaluation and usually programed instruction is thought to be detrimental to creative behavior since the material is highly structured and the responses are usually restricted. However, this need not be so, for one seed of creativity, student control, is inherent in programed instruction. To test the possibility of teaching creative behavior via programed instruction a program on problem solving was developed and experimentally evaluated. The experiment involved six schools and 62 subjects in each of three groups: control, program alone, and program instructor-presented. A battery of psychological tests involving various aspects of creativity was used as a pre- and posttest. The results of the experiment indicated that the program instructor-presented group scored significantly higher gains than the program alone group, which in turn was significantly higher than the control group. (WH)

**ED 098 946** IR 001 325

*Brooks, Jean S.*

**Cracking the Structure.**

Dallas Public Library, Tex.

Pub Date 18 Oct 74

Note—14p.; Paper presented at the Southwestern Library Association Biennial Conference (25th, Galveston, Texas, October 15-18, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Adult Education Programs, \*External Degree Programs, \*Independent Study, Individual Study, \*Library Extension, \*Library Programs, Library Research, Library Services, Public Libraries

Identifiers—\*College Level Examination Program, Dallas Public Library, Southern Methodist University

The library has traditionally been a center for independent learning and individual self-directed education. The Dallas Public Library, in cooperation with Southern Methodist University, set up a library independent study project (ISP). College credit could be obtained through the College Level Examination Program (CLEP); however, learning for self-enrichment was also encouraged. The criteria for measuring the effectiveness of the ISP were librarian and student satisfaction. In a study of the Dallas ISP, librarians found that they spent most of their time explaining the CLEP and ISP concepts to students, and little of their time in readers' guidance. They also felt that they lacked time for more individual guidance, though they were able to provide some. The number of students completing CLEP tests (125) was disappointing in relation to the number of study guides taken (6,000). However, many students were pleased to find a place to continue learning. The library plans to continue its involvement and experiments with independent learning projects. (LS)

**ED 098 947** IR 001 326

**Advancing Education in the Merrimack Valley.**

Merrimack Education Center, Chelmsford, Mass.

Pub Date Nov 74

Note—38p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Administrative Personnel, \*Annual Reports, Career Education, \*Information Centers, Resource Centers, Special Education, Teachers, Vocational Education

Identifiers—Massachusetts, \*Merrimack Educational Center

Information about the programs, projects, and other activities of the Merrimack Educational Center (Massachusetts) are contained in this guide. The major projects described are the staff development of the Merrimack Valley's teachers, also the management development in the area, promoting individually guided education, providing needed information to client teachers and administrators, a development project for career and occupational education, and a dissemination project for training programs in special education. Additional information about the history, staffing, organization, and other activities of the Merrimack Educational Center is provided. (WH)

**ED 098 948** IR 001 327

**1974-75 Catalogue of Programs on Videocassette.**

Public Television Library, Bloomington, Ind.

Pub Date 74

Note—73p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Catalogs, Educational Television, \*Film Libraries, Instructional Media, \*Public Television, \*Video Cassette Systems, \*Video Tape Recordings

Identifiers—\*Public Television Library

Over 1,000 hours of television programming are being offered to public libraries in videocassette format. The programs cover the following fields: antiques; the arts; cities and towns; environment; health; history; homemaking and consumerism; how-to instructional; literature; music; public affairs and social issues; people, places; and things; and sports. This catalog describes the programs available and the procedure for ordering them. (WH)

**ED 098 949** IR 001 328

**Insurance Survey.**

Del Mar Coll., Corpus Christi, Tex. Library.

Pub Date Sep 74

Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Catalogs, \*Costs, \*Library Collections, Library Materials, \*Library Technical Processes

Identifiers—\*Del Mar College Library, Replacement Costs

The cost value of the library collection at the Del Mar College Library at Corpus Christi, Texas was assessed for insurance purposes. Included are cost-per-item and processing cost figures and estimated replacement cost of the card catalog. (WH)

**ED 098 950** IR 001 329

**Government Television. The Network Project.**

**Notebook Number Nine.**

Columbia Univ., New York, N.Y. Network Project.

Pub Date 74

Note—30p.

Available from—The Network Project, 101 Earl Hall, Columbia University, New York, N.Y. 10027 (\$2.00 for individuals; \$5.00 for institutions)

**Document Not Available from EDRS.**

Descriptors—\*Educational Television, \*Government Role, \*Propaganda, \*Public Television

Identifiers—\*Corporation for Public Broadcasting, Public Broadcasting Service

The transcript presented in this Notebook describes the activities of various private, corporate, and government agencies in promulgating noncommercial broadcasting throughout the world. An essay which follows the transcript examines some of the political pressures which have changed the Corporation for Public Broadcasting and the Public Broadcasting Service in recent years. (JY)

**ED 098 951** IR 001 330

*Levine, S. Joseph*

**Listeners' Preferences for Rate of Presentation of Recorded Information.**

Consortium on Auditory Learning Materials for the Handicapped, East Lansing, Mich.; Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Pub Date Aug 74

Note—134p.

**ED 098 952 MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—Aural Learning, \*Elementary School Students, Individual Differences, \*Listening Comprehension, Literature Reviews, \*Phonotape Recordings, Self Pacing Machines, \*Special Education, \*Speech Compression, Time Factors (Learning)

Previous studies show that a listener has the potential to receive recorded information at a rate far exceeding the rates that are used for conversation and for the production of tape recordings. However, few studies have examined listeners' rate preferences. Thus, 48 elementary school children in the 3rd, 4th, and 5th grade listened to a series of four recorded presentations. While listening to each recorded presentation, the subjects were allowed to manipulate the rate of presentation of the recording through the use of a speech compressor. All subjects listened to the same four recorded passages. The results support the following conclusions: (1) children will manipulate the rate of presentation of recorded information in a self-paced listening situation; (2) children demonstrate a preference for a certain rate; and (3) the extent a listener alters the listening rate is positively related to the difference between the initial rate of presentation of recorded information and the listener's manifest preference for rate. As such, instructional materials that are designed for use in a self-paced listening environment will be more likely to be altered by the subject toward a preferred rate when the initial rate of presentation is more different from the listener's preferred rate. (Author/WCM)

**ED 098 952 IR 001 331**  
Centre for Learning and Development. Annual Report 1973-1974.

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date 74

Note—54p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Annual Reports, \*College Faculty, \*Curriculum Development, \*Curriculum Evaluation, Curriculum Research, Educational Theories, Instructional Design, \*Instructional Improvement, \*Instructional Innovation, Instructional Programs, Learning Theories, Teaching Methods

Identifiers—\*Centre For Learning And Development, McGill University

Various facts and activities of the Centre for Learning and Development (CLD) at McGill University in Quebec are described in this annual report, 1973-74. The main goals of CLD are to offer services and support to faculty in matters of course design, development, and evaluation; to seek out and introduce new developments in educational theory and method to the campus; and to conduct research relevant to learning and development. The activities of CLD are divided into those that serve the campus, both continuing activities and special projects, those pertaining to research, those part of the professional activities, and those academic. The staff of the Centre for Learning and Development are also introduced. (WH)

**ED 098 953 IR 001 332**

Russell, James D.

The Use of the Audio-tutorial System as a Model to Improve Instruction in Public Junior Colleges.

Pub Date Nov 74

Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*College Teachers, Community Colleges, Consortia, Individualized Instruction, \*Instructional Design, Instructional Materials, \*Junior Colleges, Models, \*Multimedia Instruction, Phonotape Recordings, \*Summer Institutes, Teaching Methods

Identifiers—\*Audio Tutorial Instruction, Indiana, Vincennes University

The audiotutorial approach of individualized and multimedia instruction was used as a model to train junior college faculty in the techniques of designing and developing instructional materials. Three two-week summer institutes were conducted at Vincennes University (Indiana) for a consortium of 10 junior and community colleges in Indiana, Illinois, Michigan, and Kentucky. (Author/WH)

**ED 098 954 IR 001 333**

Rothenberg, Sidney Vastbinder, Sherry

The Role of Educational Technology in the Education of Handicapped Learners.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Pub Date [73]

Note—18p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Audiovisual Aids, Educational Technology, \*Handicapped Students, \*Instructional Design, \*Instructional Technology, \*Special Education, State of the Art Reviews, Students, Teachers

A rationale for using technology in the education of the handicapped is presented in the monograph and specific areas for developing this use in the future are proposed. The monograph begins with a discussion of instruction: how it has been viewed, how it is viewed today, and how it should be conceptualized to accommodate handicapped learners in the future. Following this is a discussion of the terms, "instructional technology" and "handicapped learner." Next, the discussion of the instructional process, instructional technology, and the handicapped learner provide a basis for a discussion of the role of educational technology in special education. The concluding section of the monograph focuses on three major areas which need to be developed to facilitate the use of educational technology in special education: instructional design, the learner, and the teacher. (Author/WH)

**ED 098 955 IR 001 334**

Contant, Florence

A Library Manual for Community Development Corporations.

Center for Community Economic Development, Cambridge, Mass.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date 74

Note—61p.

Available from—Center for Community Economic Development, 1878 Massachusetts Avenue, Cambridge, Massachusetts 02140 (\$1.25)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Bibliographies, Business, \*Community Agencies (Public), Federal Programs, Government Libraries, Information Services, Library Planning, Library Technical Processes, \*Low Income Groups, \*Manuals, Periodicals, Public Libraries, \*Special Libraries

Identifiers—\*Community Development Corporations

Basic information is provided for setting up a library for a Community Development Corporation, which may need trade, business, and statistical materials not found in the local public library. Information is provided concerning library goals, organization, selection and ordering procedures, cataloging and classification, periodicals, public documents, circulation, space and supplies, budgets and planning, and some problems which may occur. The appendixes include lists of reference books, periodicals, and subject headings, as well as sample catalog cards and an authority file for federal government authors. (LS)

**ED 098 956 IR 001 335**

Danna, Sammy R.

The Save-WEFM Case as Reported to the 50th Annual NAEB Convention, 1974.

Loyola Univ., Chicago, Ill.

Pub Date 20 Nov 74

Note—12p.; Paper presented at the National Association of Educational Broadcasters Annual Convention (50th, Las Vegas, Nevada, November 17-20, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Community Action, \*Programming (Broadcast), \*Radio

Identifiers—Citizens Committee to Save WEFM, \*WEFM, Zenith Radio Corporation

The history of Chicago FM radio station WEFM and the activities of the Citizen's Committee to Save WEFM are chronicled. The focus is principally on the actions of the Citizen's Committee to prevent the conversion of the radio station from a classical music format to rock and

roll offerings and to block the sale of the station by Zenith to GCC Corp. The legal battles in this fight are described. (WH)

**ED 098 957 IR 001 336**

Boillot, Michel

Computer Communication Modes and Their Effect on Student Attitudes Towards Programming.

Nova Univ., Fort Lauderdale, Fla.

Pub Date Apr 74

Note—31p.; Practicum in partial fulfillment of requirement for Ed. D. degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—College Students, \*Computer Oriented Programs, \*Computers, Computer Science, \*Computer Science Education, Input Output Devices, \*Programming, \*Student Attitudes

Identifiers—Batch Process, Conversational Mode

The effect of different communicating modes to computers on students' attitudes toward programming was studied. In a computer-related course, 13 students used batch processing mode to solve problems on the computer, while 12 other students used conversational mode to solve the same problems. It was found that those students accessing the computer in conversational mode developed more positive attitudes toward programming (as measured by the author's attitude test) than the students using batch processing. Also the grades obtained in the time-sharing environment did not seem to affect the students' final attitudes towards programming. The majority of two-year college computer centers operate under batch processing mode. This could be a factor in the high student attrition rate in introductory programming classes. To lower this rate, and to make the computer more accessible to the campus classroom, it is suggested that minisystems with numerous learner consoles be used. (Author)

**ED 098 958 IR 001 337**

Hopson, Rex C.

A Study of Academic Librarians' Salaries and Privileges.

New Mexico Univ., Albuquerque. Zimmerman Library.

Pub Date Nov 74

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Librarians, Library Surveys, Questionnaires, \*Salaries, \*University Libraries

Identifiers—Library Directors

In order to acquire information for use by the University of New Mexico General Library Faculty Salary Committee, a questionnaire was sent to eleven university library directors in nearby states. Nine responded. Results of the study showed that in most universities librarians have faculty status, but are on 11 month contracts. Degrees, experience, and rank are the major influences on salaries, with raises based on cost of living and merit. Beginning salaries for 1974-75 ranged from \$8,640 to \$10,340, average salaries from \$11,704 to \$14,557, and highest salaries (excluding directors) from \$14,340 to \$28,525. A copy of the questionnaire is attached. (Author/LS)

**ED 098 959 IR 001 338**

Leal, Ralph A.

Libraries in the U.S.S.R.

Pub Date Nov 74

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Bibliographies, Centralization, Government Libraries, \*History, \*Libraries, Library Networks, Library Science, Library Technical Processes, National Libraries, Political Influences, Public Libraries, State Libraries, \*State of the Art Reviews

Identifiers—Lenin (Vladimir), \*Union of Soviet Socialist Republics, USSR

An overview of libraries in the Union of Soviet Socialist Republics (U.S.S.R.) is presented, beginning with an analysis of the role played by Lenin in shaping the development of the library system in that country. There follows a historical survey of libraries in the Soviet Union, with an emphasis on the period from 1955 to 1975. Certain aspects of librarianship unique to the U.S.S.R., including the All-Union Book Chamber,

the distribution centers, and efforts at centralized classification are reviewed. The last section examines the state libraries of the U.S.S.R. Appendixes include: the number of libraries in each of the republics, and the volume counts in 1913 and 1970; a list of U.S.S.R. national libraries; a list of questions asked by Lenin about library operations; and a bibliography. (Author/LS)

**ED 098 960** IR 001 339

Martin, M. D., Comp.

**Reference Manual for Machine-Readable Bibliographic Descriptions.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—72p.

Available from—UNIPUB, Inc., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Automation, \*Bibliographic Citations, \*Cataloging, Computers, Data Processing, Documentation, \*Information Processing, Library Technical Processes, Manuals, Standards

Identifiers—\*Machine Readable Cataloging

UNESCO, in cooperation with several other organizations, has produced a manual, the scope and purpose of which has been to define, for most types of scientific and technical literature, a set of data elements which will constitute an adequate bibliographic citation, and to define the representation of these data elements as they should appear in a machine record for exchange purposes between two or more computer-based systems. In the first section the format and content of bibliographic records are defined, as well as the notations of literature type and bibliographic level and the sets of data elements regarded as essential for each type of literature. Next are detailed definitions of each individual data element, and guidance on how the data element content is to be selected and entered. A third section provides more detailed specifications of the record format, character coding and other matters of concern to computer system designers. Finally, there are examples showing complete bibliographic descriptions prepared in accordance with the conventions described in the manual. The appendixes include information on codes, transliteration schemes, and tables. (Author/LS)

**ED 098 961** IR 001 340

Mahood, Molly M., Ed.

**Overseas Universities: Special Issue on Libraries.**

No. 21.

Inter-University Council for Higher Education

Overseas, London (England).

Pub Date Sep 74

Note—37p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Books, Book Thefts, \*Developing Nations, Financial Support, Library Associations, Library Facilities, Library Materials, Library Planning, Merchandising, Periodicals, \*University Libraries

Identifiers—\*Africa, Fiji, Great Britain, Mauritius, Trinidad

A special issue of Overseas Universities devoted to university libraries contains 10 articles concerning developing nations, particularly Africa. Articles cover: an architect's survey of university library problems; planning libraries in the humid tropics, with emphasis on the University of the South Pacific in Suva, Fiji; aid, funding, and technical assistance; the history and development of the University of Mauritius Library; a description of Trinidad's university library; security problems and book loss in Nigeria university libraries; history and description of the Standing Conference of African University Libraries; the role of the Standing Conference on Library Materials on Africa in facilitating acquisition of African materials; British book aid for overseas universities; and a comparison of university book-selling in Nigeria and the United Kingdom. (LS)

**ED 098 962** 95 IR 001 341

Bregar, William S.

**Computer-Aided-Design of Educational Facilities.**

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-5-72-0015(509)

Note—306p.; Ph.D. Thesis, University of Wisconsin

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

Descriptors—\*Computer Oriented Programs, Doctoral Theses, \*Educational Facilities, Facility Guidelines, Programming, \*School Design, \*School Planning, School Schedules, School Size, School Space, \*Simulation, Space Utilization

An approach to the computer-aided-design of educational facilities through the simulation of educational activities is described in this dissertation. Such a system can be used by school designers to evaluate and improve school floorplans. The implementation of this system involved: (1) the design and implementation of a systematic procedure for determining those characteristics of a school program which affect or are affected by the physical constraints of a school building, (2) incorporation of those characteristics into a model which could be applied by a simulation system to a proposed floorplan, and (3) the development of computer programs which could successfully simulate educational activities on the proposed floorplan and provide feedback to the architect as to the sufficiency of his design. (Author)

**ED 098 963** IR 001 342

Brown, John Seely And Others

**Sophisticated Instructional Environment for Teaching Electronic Troubleshooting. Final Report.**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-77

Pub Date Oct 74

Note—146p.; Report period covered January 1973-March 1974

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Computer Assisted Instruction, Computer Oriented Programs, \*Electronic Equipment, Electronic Technicians, Program Descriptions, \*Programming, \*Simulation, \*Technical Education

Identifiers—\*Air Force, Natural Language Programming, SOPHIE, Sophisticated Instructional Environment

A programming approach was used to implement a simulated laboratory training situation in which a student is allowed to troubleshoot a defective regulated power supply. The ways in which students can use natural language to ask questions about and manipulate the simulated device are described. The techniques developed to recognize English, to simulate the electronic circuit, and to model the student's knowledge about the circuit are explained. A conclusions section explains the generality of the work performed and possible extensions of the techniques to other training situations. (Author)

**ED 098 964** IR 001 343

Schaberg, M. P., Ed.

**Directions and Shortcuts to Book Ordering.**

Second Revised Edition.

North Carolina Univ., Chapel Hill. Library.

Pub Date 73

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Library Acquisition, Library Materials, Library Technical Processes, Manuals, \*University Libraries

Intended mainly for internal use, this manual provides an outline of procedures for library acquisitions at the University of North Carolina. There is information on fiscal matters; routing; request forms; expediting factors; use and usefulness of various kinds of catalogs; photocopying; standing orders; ordering procedures for second copies, undergraduate library materials, and the reserve reading collection; notifications of availability and cancellation; ephemeral materials; and procedures for initiating a periodical subscription. Some illustrations of forms and cards are included. (LS)

**ED 098 965** IR 001 344

Tolman, Lorraine E., Ed.

**School Library Media Programs: The Combined Approach.**

New England School Development Council, Cambridge, Mass.

Pub Date Apr 73

Note—55p.

Available from—New England School Development Council, 55 Chapel Street, Newton, Massachusetts 02160 (\$2.50)

**Document Not Available from EDRS.**

Descriptors—Elementary Secondary Education,

\*Instructional Materials Centers, Instructional Media, Librarians, Library Facilities, Library Programs, Library Role, \*Library Surveys, Media Specialists, Program Descriptions, School Environment, \*School Libraries, Staff Role

In order to provide information about existing school media programs to school people interested in developing their own, the New England School Development Council sent postcards to all New England school superintendents, asking about media centers and unified centers with active programs. The results are presented in two ways. First are some general characteristics of modern media centers such as special atmospheres, flexible space and furniture, a relaxing of boundaries between classroom and media center, use and availability of all kinds of print and nonprint materials, special characteristics of the staff, and the unique educational role of the media center. The second part is a list of existing school media programs, with descriptions, divided into six sections: K-12, elementary, middle, junior high, combined secondary, and senior high programs. (LS)

**ED 098 966** IR 001 345

Freudenthal, Juan R., Comp.

**The Slide as a Communication Tool. A Selected Annotated Bibliography. Second Revised Edition.**

Simmons Coll., Boston, Mass. School of Library Science.

Pub Date Oct 74

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Annotated Bibliographies, \*Bibliographies, Cataloging, Classification, Indexes (Locators), Information Sources, \*Slides, Standards, Visual Literacy

An attempt is made in this selective annotated bibliography to list the most recent literature on the slide, as reflected primarily in the library literature. There are sections on sources; indexes and reviews; periodicals, newsletters, and brochures; bibliographies and guides; standards and guidelines; selected readings; organizing nonprint materials; practical classification and indexing problems; and visual literacy and communication. Over 80 entries are included. (Author/LS)

**ED 098 967** IR 001 347

Murphy, Marcy

**A Regional Survey Helps to Solve the Problem of Identifying and Comparing Library Services to Users.**

Air Force Academy, Colorado Springs, Colo.

Library.

Pub Date Jun 74

Note—38p.; Paper presented at the Special Library Association Annual Conference (Toronto, Ontario, Canada, June 9-13, 1974); Filmed from Best Available Copy

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*College Libraries, Comparative Analysis, Formative Evaluation, Interinstitutional Cooperation, \*Job Analysis, Library Expenditures, \*Library Reference Services, \*Library Surveys, Military Schools, Regional Cooperation, \*Task Performance, Use Studies

Identifiers—\*Air Force Academy, Colorado  
In the fall of 1972, the United States Air Force Academy (USAF) Library began an internal management survey of its public service reference department (excluding circulation and special collections) with the objectives of streamlining operations and establishing more service points for users. Initial data was called from an earlier user survey. When additional administrative and service data proved necessary, an in-house and an external survey of reference operations was conducted. For the in-house survey, the reference staff formulated a master list of all tasks performed. Individual interviews provided estimates of time spent on tasks on an annual basis. For the external survey, a questionnaire and a copy of the reference task list was completed by the head of public services at each of eight college libraries in Colorado. Survey results indicated that the USAFA Library was very rich in public service

resources; its higher costs were largely due to its function as a special, as opposed to a strictly academic library. The survey results have been incorporated into preliminary one-year and five year plans to streamline the public service department of the USAFA Library. (Author/SL)

**ED 098 968** IR 001 351

Gulfford, Nancy L.  
Current Research on the Relative Effectiveness of Selected Media Characteristics.

Westinghouse Electric Corp., Pittsburgh, Pa.  
Pub Date Oct 73

Note—123p.  
EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Audiovisual Aids, \*Educational Psychology, Instructional Technology, Learning, \*Literature Reviews, \*Media Research, \*Media Selection

The literature of research and theory on media, the psychology of learning, and the technology of instruction is reviewed. The focus is on discovering what is currently known about the intersection of these fields. Current thoughts and discoveries about brain structure and processing are discussed. The management of learning as a system is another topic reviewed here. Next, the relationship of certain media characteristics and instruction is discussed, namely: the picture, color, motion, and music. The effects that human perception and research should have on the design of materials and equipment are described. Finally, the optimum medium for different ages is discussed. (WH)

**ED 098 969** IR 001 352

Evaluation of the Occupational Training Information System (OTIS). Final Report.

Macro Systems, Inc., Silver Spring, Md.  
Spons Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date May 74  
Note—224p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—\*Information Systems, \*Job Market, Labor Force, Labor Market, Manpower Development, \*Manpower Needs, Manpower Utilization, Program Evaluation

Identifiers—Kentucky, \*Occupational Training Information System, Oklahoma, OTIS

The Occupational Training Information System (OTIS), which is in operation in Oklahoma and in a developmental stage in Kentucky, was evaluated. The principle objective of OTIS is to provide the information necessary to formulate educational, manpower, and economic development plans and policies. OTIS consists primarily of a manpower demand subsystem, a manpower supply subsystem, and an interface subsystem. These areas were evaluated for their effectiveness in the two states. A resurvey was made to determine the accuracy of OTIS in predicting manpower demand. In Kentucky the forecasts for manpower demand and supply are inaccurate and the cost of the personal interview census is excessive; however, it is recommended that system development be continued if these problems are corrected. The favorable factors in Kentucky are the widespread support OTIS has and the type of information it provides. (WH)

**ED 098 970** 95 IR 001 353

An Alerting Service Bibliography on Libraries and Media.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 74  
Contract—NIE-C-74-0027

Note—23p.  
Available from—ERIC Clearinghouse on Information Resources, School of Education, SCRD, Stanford University, Stanford, California 94305 (free while supply lasts)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, \*Information Science, \*Instructional Media, Instructional Technology, \*Libraries

An annotated bibliography lists approximately 100 books in the fields of instructional media, libraries, and information science. Each citation contains title, author, publisher, price, and a brief annotation. An elementary classified index is included at the conclusion of the publication. (JY)

**ED 098 971** 95 IR 001 355

Salomon, Gavriel Clark, Richard E.  
Re-Examining the Methodology of Research on Media and Technology in Education.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 74  
Contract—NIE-C-74-0027

Note—37p.; Draft copy  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Instructional Media, Instructional Technology, \*Media Research, \*Research Design, \*Research Methodology, \*Research Problems, \*State of the Art Reviews

Research on media and technology in education appears in many forms and styles. The results of this research so far has been quite disappointing, in that researchers have failed to point out the difference between research on media and research with media. Research also has tended to become highly specific, thus losing representativeness. A conflict between better control over specific variables and representativeness could be solved by some new research methods. In field studies a pseudo-experimental design or a staged innovative design allow research to be conducted in naturalistic surroundings. In strictly experimental studies the rotation design and the ecological design can be used. The major theme of these techniques is to move media research out of its traditional either internal-or-external validity conflict toward better and more fruitful research. (JY)

**ED 098 972** IR 001 356

Winn, William  
An Open-System Model of Learning.

Association for Educational Communications and Technology, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Pub Date Dec 74  
Note—54p.; Annual ERIC/Audiovisual Communication Review Young Scholar Paper; Reproduced from Best Copy Available

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Cybernetics, \*Information Theory, \*Learning Processes, Models, \*Research Methodology, \*Systems Approach

Identifiers—Active Learner, Autonomous Learner, Open System Model, Piaget (Jean), Steady State Systems, \*Von Bertalanffy (L)

In view of the apparent complexity and dynamism of the learner, only a systems approach to learning processes can provide a viable and practical frame of reference within which to conduct educational research. There are fundamental weaknesses in the current cybernetic model of learning, and therefore, it is useful to consider the learner as an active open system. This approach, drawing frequently upon Piagetian theory, seems to provide a more realistic picture of the autonomous learner and his changing cognitive structures. Von Bertalanffy's equations for the growth of the living organism can form a basis for an open system model of learning. The Model generates learning curves which suggest that a steady state is not always the outcome of learning. Some implications of the model for educational research are briefly examined in this paper. (Author/DC)

**ED 098 973** IR 001 357

Pollet, Dorothy, Comp.  
An Estimate of the Number of Persons with Visual and Physical Handicaps Eligible for DBPH Services.

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date Sep 73  
Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Blind, \*Demography, \*Library Services, National Libraries, National Surveys, \*Physically Handicapped, Visually Handicapped

Identifiers—Research Reports, SAPA, \*Science A Process Approach

It is estimated that 1,868,000 people are certainly eligible for the services of the Library of Congress Division for the Blind and Physically Handicapped. Between 5,781,500 and 11,384,500

are also possibly eligible. Handicapping conditions which are certainly eligible are severe visual impairment, absence of one or both arms or hands, cerebral palsy, muscular dystrophy, quadriplegia, and hemiplegia. Conditions which are possibly eligible are arthritis, Huntington's disease, learning disabilities, mental retardation, multiple sclerosis, myasthenia gravis, Parkinson's disease, spina bifida, spinal cord injury, tumors of the brain and nervous system, and mild forms of cerebral palsy, muscular dystrophy, paraplegia. Appended to the report are detailed reports of the handicapped population which served as the basis of the summarized estimates. (JY)

**ED 098 974** IR 001 358

O'Bryan, K. G.  
Monkey Bars Research Report. Report No. 46.

Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Report No.—OECA-PRCEC-46

Pub Date 74  
Note—84p.

Available from—Ontario Educational Communications Authority Publications, P. O. Box 19, Station R., Toronto, Ontario, M46 3Z3, Canada (\$1.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Attention, Childhood Attitudes, \*Children, Comprehension, Educational Objectives, \*Educational Television, Elementary Grades, Parent Attitudes, Primary Grades, \*Program Evaluation, \*Programming (Broadcast), Teacher Attitudes, \*Television, \*Television Research, Television Surveys

Identifiers—\*Monkey Bars

A study of 64 Canadian 7-12-year-olds and of adults who might influence their television viewing habits was made to measure the receptivity and acceptability of "Monkey Bars," a children's television program created as an alternative for Saturday morning viewing. A 50-minute composite tape of program segments was shown, after which observation sheets, questionnaires and interviews were used to learn children's character preferences, ability to grasp the educational concepts, attention span and scheduling preferences. Ninety-eight percent of 7-9 year-olds and 84% of 10-12 year-olds said they enjoyed the program and 75% would watch it if offered for home viewing. Adults were evenly divided when asked if they would recommend "Monkey Bars" to children. Two-thirds of the 7-9 year-olds preferred a Saturday morning viewing time, while 10-12 year-olds preferred afternoon. Results showed that younger children overall enjoyed the program, but were not able to grasp all its humor, as older children could. Appendices include the original observation sheets, questionnaires, and interview schedules. (SK)

**ED 098 975** 95 IR 001 359

Bilingual Bicultural Materials; A Listing for Library Resource Centers.

El Paso Public Schools, Tex.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74  
Note—76p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Bibliographies, \*Biculturalism, \*Bilingual Education, Books, Educational Games, Elementary Grades, Elementary School Libraries, Filmstrips, \*Instructional Materials, Instructional Materials Centers, Media Selection, Multimedia Instruction, Phonotape Recordings, Reading Materials, \*Spanish Speaking, Visual Aids

Identifiers—El Paso Public Schools

This listing of Spanish-English bilingual/bicultural materials for the elementary level is the end result of a materials evaluation conducted by the El Paso Public Schools. The catalog is divided into sections by type of media: kits, sound filmstrips, filmstrips, recordings, slides and transparencies, games and models, and books are discussed. Each entry contains information as to title, producer, date of publication, type of medium, contents, price, suggested Dewey classification, and grade level. Along with information as to the suitability of the contents of each entry, a recommendation is made in regard to acquisition based on classroom use of the material in more than one of the participating El Paso Elementary Schools. Appendices list sources and addresses as

of January, 1974, a copy of the materials evaluation form used in the project, and the names of the evaluating teachers, listed by school. (KC)

**ED 098 976** 52 IR 001 360

**Coping Skills Materials: A List of Sources.** Revised Edition.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Oct 74

Grant—OEG-0-73-5341

Note—68p.; Library Service Guides series

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

Descriptors—Adult Education, Adults, \*Daily Living Skills, \*Information Sources, \*Instructional Materials, Instructional Media, Library Collections, Organizations (Groups), \*Problem Solving, Professional Associations, Publishing Industry

The publishers, agencies, associations, and organizations identified by the Appalachian Adult Education Center as producing adult-oriented materials that are free or inexpensive, are easy to read or use, and contain useful information for solving problems are included. These sources are listed in 15 subject areas: aging, children, community, education, family, free time, health, home, jobs, legal rights, money management, moving, religion, transportation, and understanding self and others. The listings are alphabetical within each category. (Author/PF)

**ED 098 977** 52 IR 001 361

**Coping Skill Categories: Areas of Information Need for Disadvantaged Adults.** Eleventh Revised Edition.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Grant—OEG-0-73-5341

Note—17p.; Library Service Guides series

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Adult Education, Adults, Classification, \*Daily Living Skills, Information Needs, Library Collections, \*Subject Index Terms

Consultants and staff of the Appalachian Adult Education Center developed coping skills categories based on extensive work with adult basic education programs and in public library services for disadvantaged adults. The coping skills categories are subject areas in which most adults need information to cope effectively with the problems of everyday living. Adult educators can use the categories as a checklist for the information needs of the client or community, as a tool for assessing a library's collection, as categories for shelving a special collection of coping skills materials, and as subject areas for instructional programs. The categories are displayed in outline form. (Author/PF)

**ED 098 978** 52 IR 001 362

**Reed, Mary Jane Schmidt, Susan K.**  
**Books By Mail: Moving the Library to Disadvantaged Adults.**

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-73-5341

Note—28p.; Library Service Guide Number 6

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Adults, Catalogs, Delivery Systems, Disadvantaged Groups, \*Library Circulation, Library Collections, Library Planning, Library Services, \*Outreach Programs, Public Libraries

Identifiers—\*Books By Mail Program

One of a series on library services to disadvantaged adults, this guide suggests several ways a library can provide books by mail services. Mail order delivery is a way of making the library's collection available to many who are unable or unwilling to visit the library building. The system can be handled by clerks or volunteers. Planning should include the library staff, the clientele to be served, the post office, and a catalog or some substitute method of contacting clients. The employment of many methods of publicity is necessary to research the client population. Program

costs can range from \$0.45 to \$3.60 per book circulated. Four libraries with books by mail programs and 7 suggested background readings are listed. (PF)

**ED 098 979** 52 IR 001 363

**Schmidt, Susan K.**  
**Utilizing Volunteers in Expanding Services to Disadvantaged Adults.** Revised Edition.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Oct 74

Grant—OEG-0-73-5341

Note—31p.; Library Service Guide Number 5

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Bookmobiles, Disadvantaged Groups, \*Library Extension, Library Programs, \*Library Services, Library Technicians, Outreach Programs, Public Libraries, \*Volunteers, Volunteer Training

One of a series on library services to disadvantaged adults, this guide suggests ways the public library can use volunteers to expand library services. The library should plan to its volunteer program and develop job descriptions for the volunteers. Then volunteers can be recruited through advertising or community organizations. Volunteers can be trained through pre-service workshops, on-the-job training, or role playing. The library must make someone responsible for coordinating and supervising volunteers. A bill of rights for volunteers, a list of five libraries with successful volunteer programs, and 10 suggested readings are included. (PF)

**ED 098 980** 52 IR 001 364

**Rawles, Beverly**  
**Deposit Collections for Disadvantaged Adults.** Revised Edition.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Grant—OEG-0-73-5341

Note—26p.; Library Service Guide Number 4

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Adult Education, Adults, Disadvantaged Groups, Information Needs, \*Library Collections, Library Extension, \*Outreach Programs

Identifiers—\*Deposit Collections  
One of a series on library services to disadvantaged adults, this guide explains the use of deposit collections, small library collections placed in easily accessible locations. A collection of materials in a familiar place is one way to make information available to people who don't visit the library and to encourage them to come. The library staff must become familiar with the neighborhoods in which disadvantaged adults live and identify the most frequently visited places for deposit collection sites. The collections should include easy-to-read materials chosen to meet adult information and recreation needs. To continue to be effective, the collections must be maintained regularly. Book costs for the collections may range from \$15 to \$50. (Author/PF)

**ED 098 981** 52 IR 001 365

**Schmidt, Susan K.**  
**Using Pamphlets with Disadvantaged Adults.** Revised Edition.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date May 74

Grant—OEG-0-73-5341

Note—24p.; Library Service Guide Number 3

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Adults, Bibliographies, \*Disadvantaged Groups, Information Needs, Library Circulation, \*Library Collections, Library Equipment, Library Extension, \*Library Services, \*Outreach Programs, \*Pamphlets

One of a series on library services to disadvantaged adults, this guide explains the advantages of pamphlets for a public library collection. Pamphlets provide easily read, up-to-date information at little cost. Several bibliographies and magazine columns regularly list free and inexpen-

sive pamphlets. Collections of these booklets can be placed throughout the community, preferably in special display racks. They can be given away or circulated according to the library's resources. (PF)

**ED 098 982** 52 IR 001 366

**Gotsick, Priscilla**  
**Assessing Community Information and Service Needs.** Revised Edition. Library Service Guide No. 2.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Nov 74

Grant—OEG-0-73-5341

Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Adults, Community Characteristics, Community Services, Data Analysis, \*Data Collection, \*Disadvantaged Groups, \*Information Needs, \*Library Planning, \*Library Services, Questionnaires

One of a series on library services to disadvantaged adults, this guide gives a three step plan for assessing community information needs. Seven methods of information gathering are described, and the important factors to be considered in interpreting the information are outlined. A pre-planning information form, a sample questionnaire for agency heads, and a sample survey for community residents are appended. (PF)

**ED 098 983** IR 001 367

**Brearley, Neil**  
**The Role of Technical Reports in Scientific and Technical Communication.**

Pub Date May 73

Note—4p.; Paper presented at the IEEE Conference on the Future of Scientific and Technical Journals (New York, New York, May 1973)

Journal Cit—IEEE Transactions on Professional Communication; vPC-16 n3 p117-119 Sep 1973

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Communication (Thought Transfer), Evaluation, Publishing Industry, \*Scholarly Journals, Sciences, Scientific Research, Standards, \*Technical Reports

During the past 30 years the technical report has developed into an important primary medium of communication in science and technology, to the extent that it is sometimes seen as a threat to primary journal publication. At the same time the (unclassified) report has been accused of not meeting the same standards of authority, scientific rigor, and retrievability as conventional journal publication. Report publication was reviewed in the light of standards commonly accepted for journal publication, and the inherent characteristics of technical reports were assessed. It was concluded that both reports and scientific journals have distinct roles to play in the communication of scientific and technical information, and that a cost-effective system will make full use of the strengths of both. (Author/PF)

**ED 098 984** 52 IR 001 368

**Rawles, Beverly**  
**Materials Selection for Disadvantaged Adults.**

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jul 74

Grant—OEG-0-73-5341

Note—36p.; Library Service Guide Number 1

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Adults, Bibliographies, \*Disadvantaged Groups, \*High Interest Low Vocabulary Books, Information Needs, \*Library Collections, \*Library Material Selection, Library Services

One of a series on library service to disadvantaged adults, this guide describes the selection of special materials. Factors to consider in identifying the clients and their needs are outlined. Bibliographies useful in selecting special materials for disadvantaged adults, some 140 books popular with adult new readers, and 23 publishers of such materials are listed. (PF)

ED 098 985 52 IR 001 369

**The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Annual Report. Volume I.**

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0810

Pub Date Jun 73

Grant—OEG-0-72-2523

Note—106p.; For a related document see

Volume 2, IR 001 370

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—Adult Basic Education, \*Adult Education, Community Involvement, \*Disadvantaged Groups, Information Needs, \*Interinstitutional Cooperation, Library Collections, Library Extension, Library Instruction, \*Library Programs, Library Services, \*Outreach Programs, Program Planning, Public Libraries

Identifiers—Appalachian Adult Education Center

The Appalachian Adult Education Center (AAEC) conducted a study of the services of two institutions, public libraries and public schools, serving disadvantaged adults in cooperation. The study was conducted at four AAEC centers in Alabama, South Carolina, Kentucky, and West Virginia. The problems explored included information needs of disadvantaged adults, and the organization personnel, programs, and materials in the two institutions. Methodology and recommendations were given for selecting sites and staffs, initiating coordination, developing model center guidelines and plans, choosing target groups, training staffs, monitoring demonstrations, and other aspects of the projects. The influence of the study on adult education and libraries, its failures, and its dissemination were evaluated. Activities of each of the four project sites in recruitment, materials, teachers, librarians, library cards, displays, student orientation to the library, delivery, community referral, possible continuation, and local contributions are summarized in chart form. (Author/PF)

ED 098 986 52 IR 001 370

**The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Annual Report. Volume II.**

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0810

Pub Date Jun 73

Grant—OEG-0-72-2523

Note—51p.; For a related document see Volume

1, IR 001 369

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

#### POSTAGE

Descriptors—\*Adult Basic Education, \*Adult Education, Delivery Systems, Depressed Areas (Geographic), \*Disadvantaged Groups, Financial Support, Geographic Location, \*Interinstitutional Cooperation, Librarians, Library Extension, Library Programs, Library Services, \*Outreach Programs, Professional Personnel, Program Planning, Public Libraries, Teachers

Identifiers—Appalachian Adult Education Center

A theoretical overview was developed as background for the Appalachian Adult Education Center (AAEC) research into cooperative service to disadvantaged adults by the public library and the public schools. Enormous needs to expand educational services to adults in the United States were identified. An historical review of educational and library services indicated that a large part of the reason for the gap between educational preparation and life needs in this technological age is that educational institutions view their mission as the transfer and preservation of cultures rather than as the change agent for those cultures. The study demonstrated that obstacles preventing the initiation and coordination of services to disadvantaged adults could be overcome in the presence of a middleman or catalyst such as the AAEC. (Author/PF)

ED 098 987 IR 001 372

**It All Began with Margaret.**

Kansas Association of School Librarians, Wichita. Pub Date 31 Oct 74

Note—30p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—\*Library Equipment, \*Library Technical Processes, School Libraries

Identifiers—\*Oliver (Margaret)

The Kansas Association of School Librarians has gathered together in this booklet practical information which is both an outgrowth of Margaret Oliver's creative imagination and a tribute to her. There are short descriptions, many illustrated, of useful library gadgets, administrative procedures, processing and maintenance ideas, and equipment—all of which can help provide a smoothly run library. (LS)

ED 098 988 IR 001 374

**The John and Mary R. Markle Foundation Annual Report 1973/74.**

John and Mary R. Markle Foundation, New York, N.Y.

Pub Date Dec 74

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

#### POSTAGE

Descriptors—\*Annual Reports, \*Communications, Educational Technology, \*Foundation Programs, \*Grants, Instructional Media, Journalism, Mass Media, Media Research, \*Medical Research, Private Financial Support, Program Descriptions, Social Sciences, Television Research

The John and Mary R. Markle Foundation, chartered in 1927 to promote the advancement and diffusion of knowledge and the general good of mankind, currently conducts a program to strengthen educational use of the mass media and communications technology. The foundation's annual report begins with the president's essay on the history, philosophy, and the potential of communications technology in education. There follows a review of the foundation's current programs which include grants in the areas of television for special interest audiences, public interest and communications, social science research, journalism, and various related educational programs. Publications growing out of these programs are listed. The third section is a summary of activities and publications of each of the foundation's scholars in academic medicine, a program which has just completed its final year. The final section is the treasurer's report, which includes financial statements and a list of grantees. (Author/LS)

ED 098 989 IR 001 375

**Association for Continuing Education Annual Report.**

Association for Continuing Education, Stanford, Calif.

Pub Date 30 Jun 74

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—Adult Education, \*Adult Education Programs, Annual Reports, Audience Participation, College Mathematics, Computer Science Education, \*Delivery Systems, Educational Technology, \*Educational Television, External Degree Programs, \*Management Education, Program Descriptions

Identifiers—Stanford University

Serving as an educational delivery system, the Association for Continuing Education offers a broad range of programming to employees of San Francisco Bay Area firms that are members of the Stanford Instructional Television Network. Courses are available in business (leading to the MBA degree), management development, supervisory training, mathematics, business writing, effective reading, conversational French, English as a second language, cybernetics, and other general and special interest subjects. Programs of instruction originate at Stanford University and are broadcast to the students where they work. Students receive instruction by television, but otherwise participate in their courses in the same manner as on-campus students. This is accomplished through a two-way audio system which links the students with each other and with the instructor so that they may interact while the course is in progress. Some programs are also videotaped for viewing at field locations. The annual report includes lists of officers and board members and member companies, and provides financial, statistical, and general information on the program operation. (Author/LS)

ED 098 990 52 IR 001 378

*Casey, Genevieve M.*

**The Public Library in the Network Mode: A Preliminary Investigation. Commissioned Papers Project, Teachers College, No. 8.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Library Programs.

Pub Date May 74

Contract—OEC-0-74-0551

Note—124p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—\*Federal Aid, \*Interinstitutional Cooperation, \*Library Cooperation, \*Library Networks, Library Planning, Program Descriptions, \*Public Libraries, Regional Libraries, Special Libraries, State Libraries, State of the Art Reviews, University Libraries

Identifiers—California, Illinois, Intertype Library Networks, Maryland, New York, SLICE, Washington

The role of the public library within intertype library networks was studied using published reports and information provided by selected state and regional libraries. Intertype networks cross jurisdictional, and often governmental, boundaries to join academic, special, and public libraries. The history, objectives, methods, and fiscal and administrative structures of intertype networks, their potential for interface with regional and national networks, and their cost effectiveness were assessed. Three large states with the most intertype networking experience—New York, California, and Illinois—were chosen for analysis. Networking activities in Maryland and Washington states were also considered along with the Southwestern Library Interstate Cooperative Enterprise (SLICE), a normative multistate network. It was concluded that the intertype network is a rapidly spreading phenomenon and that the public library system commonly serves as its nucleus. It was recommended that national coordination, with shared state and federal responsibility, should begin. (Author/SL)

ED 098 991 52 IR 001 379

*Owens, Major R. Braverman, Miriam*

**The Public Library and Advocacy: Information for Survival. Commissioned Papers Project, Teachers College, No. 5.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Library Programs.

Bureau No—00-4026-B

Pub Date 19 May 74

Grant—OEG-0-70-4039(725)

Note—105p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

#### POSTAGE

Descriptors—Citizen Participation, Community Information Services, Daily Living Skills, \*Delivery Systems, \*Disadvantaged Groups, Information Dissemination, \*Information Needs, Information Networks, Information Services, Inner City, Librarians, Library Education, \*Library Programs, Library Role, Models, Outreach Programs, \*Public Libraries, Systems Approach

Identifiers—\*Advocacy

Information can play a vital role in assisting inner city residents to cope with major survival problems. The provision of supportive information increases the effectiveness of all types of advocacy. The limited success achieved by recent library outreach programs in the inner city is partially due to the absence of a commitment to advocacy by the library profession and a lack of systems capable of supporting advocacy efforts. The improvement of information delivery services must begin with an understanding of the library as a subsystem within a larger overall services delivery system. Libraries must utilize systematic approaches to the identification of information needs and develop formal linkages with major information sources. To improve professional attitudes toward service and advocacy library education must be restructured, encouraging the librarian to practice as an information specialist and advocate. (Author/SL)

ED 098 992 52 IR 001 380

Tate, Binnie L. Lange, Phil C.

**The Role of the Public Library as an Alternative Force in Early Childhood Education. Commissioned Papers Project, Teachers College, No. 3.** Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Library Programs.

Bureau No—00-4026-B

Pub Date 74

Grant—OEG-0-70-4039(725)

Note—86p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Disadvantaged Groups, \*Early Childhood Education, Educational Television, Federal Programs, Inner City, Library Education, Library Role, \*Library Services, Multimedia Instruction, \*Preschool Children, Preschool Education, Program Descriptions, \*Public Libraries, Research Needs, Television

A new look must be directed at the role of the public library in providing additional preschool experiences for poor children. At the national level, federally funded programs, foundation aid for children's television, and the supportive declarations of national professional organizations point to efforts for bringing services to young children in less advantaged neighborhoods. The local public library has long been active in services to young children. Now, because of changes in communication media and social needs, libraries find their services must expand. Three contrasting approaches can be distinguished: story hours, nursery school programs, and total family service in the form of an alternative neighborhood learning center. Other activities include concurrent parent programs, toy loan services, and fine arts programs. Although it is recognized that libraries, especially in rural and inner city areas, must reach out with more children's services, in most instances the planning of preschool programs is sporadic. An articulated philosophy of children's services is needed. To this end, research should be conducted on the effects of family and social environment, on preschool learning, and on the effectiveness of specific programs and materials. (Author/SL)

ED 098 993 52 IR 001 381

Houle, Cyril O.

**The Public Library's Role in Non-Traditional Study. Commissioned Papers Project, Teachers College, No. 6.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Library Programs.

Bureau No—00-4026-B

Pub Date 74

Grant—OEG-0-70-4039(725)

Note—119p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Adult Education, \*Alternative Schools, \*Continuous Learning, Educational Strategies, Interinstitutional Cooperation, \*Library Extension, \*Library Role, Publicize, \*Public Libraries, Public Relations

Identifiers—Communiversity

The public library is part of a large and complex network of institutions which provide non-traditional, continuing education to adults. Attempts have been made to ally these institutions in a single coordinated approach to community-based education, the ideal being a "communiversity"—a federation of all the educational and cultural forces of a community to serve all age levels. The public library has a long tradition of informal adult education, based on three different conceptions of its service role: (1) the full spectrum view, which holds that the library should provide a full range of educational services; (2) the elitist view, which would concentrate service on the educated population; (3) and the activist view, which feels that the public library should take the initiative for the improvement of the community or its residents. From these three conceptions many modes of educational service have been devised. The key problem of the public library as an educational institution is that many librarians, and most citizens, do not realize that it is a center of learning. Librarians,

through improvement of their own programs and more active collaboration with other institutions, can alter this picture. (SL)

ED 098 994 52 IR 001 383

Lane, Rodney P.

**The Role of the State in the Development of Public Library Services. Commissioned Papers Project, Teachers College, No. 4.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Library Programs.

Bureau No—00-4026-B

Pub Date 74

Grant—OEG-0-70-4039(725)

Note—84p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Financial Support, Government Role, Library Services, Literature Reviews, \*Public Libraries, State Agencies, \*State Aid, State Legislation, \*State Standards

Research was conducted in the literature of librarianship to answer basic questions concerning the state role, legal base, and organizational framework related to the development of public library services. The study began with the assumption that state government bears a major responsibility for providing leadership and fiscal support to insure the adequate development of these services. It was concluded that the states in most instances have not performed adequately in their efforts to sustain and build a pattern of public library services. To improve this situation, the development of a definitive legislative basis for state responsibility, creation of a state library board or commission, and state assumption of greater financial responsibility were suggested. (Author/PF)

ED 098 995 52 IR 001 386

De Hart, Florence E.

**The Library-College Concept: For the Want of a Horse Shoe Nail.**

Kansas State Teachers Coll., Emporia. Graduate Library School.

Pub Date Dec 74

Note—55p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Higher Education, \*Independent Study, \*Individual Instruction, Instructional Materials Centers, Librarians, \*Library Education, \*Library Material Selection, Library Role, Library Services, University Libraries

Identifiers—\*Library College

The library college concept is a teaching method which differs from traditional methods in that librarians and faculty work more closely together in carrying out course objectives and tend toward a convergence in role or a symbiotic relationship. In the spring of 1967 an upperclass course in library materials was taught using this method at a small university. The course plan included brief lectures, assignment of a research project, talks by library staff members, conferences with librarians, presentation of class reports, and open-book tests. Small difficulties and inconveniences, mostly arising from the lack of time and other resources, threatened the successful implementation of the library college concept, but the concept was found to be promising with respect to increasing student involvement and enthusiasm. It was concluded that librarians will begin to play their role in implementing the library college concept when they become aware of the efforts on the part of the faculty in this regard, and that implementation of the concept will reveal so much basic worth that its eventual theoretical development will pose no problem. (Author/PF)

ED 098 996 52 IR 001 387

**London Borough of Hackney Library Services, Annual Report 1973-1974.**

London Borough of Hackney Library (England).

Pub Date 74

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Annual Reports, Interlibrary Loans, \*Library Circulation, Library Collections, Library Cooperation, \*Library Services, Outreach Programs, \*Public Libraries

Identifiers—England, Hackney, \*London

The London Borough of Hackney libraries faced many pressures in a time of increased demands for services and diminished resources. Declines in circulation from the adult and children's sections were compensated for by increased activity in the reference, archives, hospital and housebound readers services, interlibrary loan, and music departments. School class visits also increased. Comparative statistics for 1972-73 and 1973-74 finances, circulation, and reader registration are given in tabular form. (PF)

ED 098 997 52 IR 001 389

**Guide Book 1975; Television Instruction.**

Agency for Instructional Television, Bloomington, Ind.

Pub Date 75

Note—38p.; Due to marginal contrast pages 24-31 may not reproduce clearly

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Catalogs, Educational Television, Elementary Grades, Inservice Courses, Inservice Teacher Education, Post Secondary Education, Secondary Grades, \*Telecourses, Video Tape Recordings

Identifiers—\*Agency for Instructional Television, AIT, National Instructional Television, NIT, Videotape Courses

The videotape courses available through the Agency for Instructional Television (AIT) are listed. Courses fall into three broad categories: primary through senior high, post-secondary, and teacher inservice. Within each category, individual courses, their materials, and their intended audiences are described. Courses are indexed by relevant grade level and subject area. The policies, procedures, and prices for use of videotape courses are also provided. As an aid to the potential user of instructional television materials, professionally-oriented publications and films distributed by AIT are listed. The document also contains historical notes on the development of AIT and its predecessor organization, National Instructional Television, together with a list of the current AIT professional staff and board of directors. (DC)

ED 098 998 52 IR 001 391

Rushton, John B.

**Business Statistics 1—An Audio-Tutorial Venture: Course Organization, Sample Study Guide, and Grade Contract.**

Pub Date Nov 74

Note—9p.; Paper presented at the Annual Meeting of the Audio-Tutorial Congress (6th, San Francisco, California, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Business, \*Business Administration, College Instruction, \*Course Descriptions, Curriculum Development, \*Individualized Instruction, Multimedia Instruction, \*Statistics

Identifiers—\*Audio Tutorial Instruction, Business Statistics, Metro State College, Personalized System of Instruction

A business statistics course based on audio-tutorial instructional resources is described. The course, taught at Metro State College in Denver, Colorado, consisted of 13 modules which a student normally could complete in seven weeks or less. A feature of the course was a set of incentives to prevent students from procrastinating their completion of the modules: the students who were up-to-date in their work were not required to take a midterm or final exam. Included in the paper is a sample study guide used for 1 of the 13 modules together with the student grade contract form used by each student to set his/her course performance objectives. (DC)

ED 098 999 52 IR 001 394

Howison, Beulah And Others

**Self-Paced Instructional Packages on Utilizing Library Resources. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Media Retrieval Services.

Pub Date 23 Sep 74

Note—48p.; Prepared for the "Undergraduate Teaching Improvement Program," University of Wisconsin System

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Autoinstructional Aids, College Libraries, Curriculum Development, Instructional Design, \*Library Instruction, Library

Reference Services, \*Library Skills, Library Surveys, Material Development, Program Content, Summative Evaluation, \*University Libraries, Use Studies

A project was undertaken by the University of Wisconsin library staff to educate freshmen and transfer students in the resources of the library and resource use. Visually appealing library instructional packets were produced in several media formats to achieve this aim. They were in two forms: a minipacket for quick help in finding library resources, and an in-depth, self-paced learning package for information on how to use a particular source. Books, slide/tapes, audio tapes, posters, and 3M sound pages were the media utilized for the packets. Since the layout of the library itself was a problem to students, floor plans were drawn up and posted at the entries and several levels of the library. As a part of the packet development effort, students were polled. Six hundred ninety-four students responded as to how they used the library and how often, as well as to their awareness of library services and reference publications and their interest in instruction on library use. Appendixes to the document include a list of the packets, a copy of the posted floor plan, the student questionnaire, and a summary of expenditures for staff and material on the project. (KC)

**ED 099 000** IR 001 401  
**Libraries are for People! But Are the People for Libraries?**

Ohio State Library, Columbus.

Pub Date 74

Note—24p.; Governor's Conference on Library and Information Services (Columbus, Ohio, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Conference Reports, Financial Support, Information Needs, Instructional Materials Centers, \*Library Collections, \*Library Expenditures, Library Facilities, \*Library Networks, \*Library Planning, Public Libraries, School Libraries, Special Libraries, State Libraries, \*Statewide Planning, University Libraries  
Identifiers—Ohio

The 1974 Ohio Governor's Conference on Library and Information Services was the first in a series of meetings mandated by the Long Range Program for the Improvement of Library Services developed by the State Library Board to give citizens a voice in the future of their libraries. Information was gathered on the kinds of libraries—school, university, public, institution, special, and state—now operating in Ohio and their funding sources. Ohio finances its public libraries partly through personal property taxes and partly through intangible funds. These sources have so far proven inadequate. High on the list of priorities of citizens participating in the conference was a better and more reliable source of funds and a better access to information through library networking and interlibrary cooperation. Development of multimedia collections was also given high priority. (KC)

**ED 099 001** IR 001 403

Conover, Craig R.

**A Study of the Reported Theory and Practice of Nonprint Software Media Selection.**

Pub Date Dec 74

Note—69p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Audiovisual Aids, Content Analysis, Instructional Media, Library Material Selection, \*Literature Reviews, \*Media Selection, Research Problems, State of the Art Reviews

The selection of nonprint software media for library media center agencies, as reported by the literature of library service, instructional technology, and education was investigated. Eleven textbooks and eight research studies were selected for review. The books were analyzed for their contributions to a theory of media selection, while the research was reviewed for indications of actual practice. Overall, the literature was fragmentary and not subject to generalization. The texts laid down principles without a theoretical framework for media selection. The studies had an educational emphasis, ignoring comprehensive media collections. Scant empirical data precluded comparison of theory and practice. Available evidence suggests that in an educational context, the teacher assumes the greatest role in selection,

with the personal preview method the recommended means of selection. Evidence supported the texts in portraying conditions of selection as highly varied. To provide a survey of current practice in nonprint selection, further research is recommended. (KC)

**ED 099 002** IR 001 404

Ingle, Henry T.

**Communication Media and Technology: A Look at Their Role in Non-Formal Education Programs.**

Academy for Educational Development, Inc., Washington, D.C. Information Center on Instructional Technology.

Pub Date Aug 74

Note—70p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Communications, Computer Assisted Instruction, \*Continuous Learning, Developing Nations, \*Educational Technology, Instructional Media, Multimedia Instruction, \*Open Education, Programed Instruction, Radio, Teaching Methods, Teaching Techniques, Television

Identifiers—\*Informal Education

Presented as a paper at the 1974 Conference on Non-Formal Education held at the Michigan State University, this bulletin contains selective digests of not readily available, unpublished and published documents, research reports, summaries, descriptive articles, conference reports, international surveys, and observer or participant reports on the use of communication media and technology in nonformal educational projects around the world. Specific instances are cited, with emphasis on projects in the less developed areas, which might serve as tentative guidelines for future development. The first section discusses the need for a nonformal approach to education and how this might be combined with other formal and informal learning opportunities. The second section deals with the types of media and technology currently in use including TV, radio, traditional folk media, games and simulation techniques, audio cassettes, programed instruction, and multimedia approach. (SK)

**ED 099 003** IR 001 405

Turner, Ronald C.

**PIRATS\*: A Modified COURSEWRITER Plus Graphics for the DEC POP 11/20 (\*Personalized Instructional, Remedial, and Tutorial System).**

Pub Date Aug 74

Note—18p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Bellingham, Washington, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Computer Assisted Instruction, \*Computer Graphics, Higher Education, Instructional Media, Program Descriptions, Programing, \*Programming Languages  
Identifiers—Coursewriter, Personalized Instructional Remedial Tutorial System, \*PIRATS

A new system of computer-assisted instruction (CAI), developed at Whitworth College, is proposed called PIRATS. It is said to have the following advantages: (1) it uses an author language; (2) it provides facility for branching and responses to unpredictable answers; (3) lesson text is prepared off-line; (4) pictures can be used to accompany the text; (5) testing is available for student self-evaluation; (6) the system is adaptable to any language; (7) the program does not exceed 8K; (8) the system is downwardly compatible to teletype. The language is described, along with nine programs and programmer options. Appendixes include sample graphic work sheets and target code. (SK)

**ED 099 004** IR 001 406

Carrison, Dale K., Ed.

**A Media Resources and Services Budgetary Analysis and Allocation System for the Minnesota State College System.**

Pub Date May 74

Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Audiovisual Centers, \*Budgeting, \*College Libraries, Educational Administration, Educational Finance, Educational Resources, \*Facility Planning, Instructional Media, \*Library Expenditures, Media Specialists, Resource Allocations, University Libraries

Identifiers—\*Minnesota Plan

A budgetary analysis and allocation system for college and university media (audiovisual and library) resources and services is proposed which is aimed at helping administrative personnel make decisions concerning future needs. This Minnesota Plan, used for the state college system, proposes a media materials budget based on three components—an annual base budget of \$100,000 per institution, a materials budget of \$15 per FTE student and faculty (to be divided 85 percent for program materials and 15 percent for special allocations), and a collection deficiency supplement, to be determined by a formula called Minimum Materials Collection size. A media services staffing formula is also proposed, based on the amount of public services, technical services, and production services. (SK)

**ED 099 005** IR 001 407

Weiler, Daniel

**The Dissemination of Educational R&D Products: Research and Policy Issues for the Federal Government. Paper No. 4984.**

Rand Corp., Santa Monica, Calif.

Report No—Rand-P-4984

Pub Date Mar 73

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Educational Research, Federal Programs, \*Government Role, \*Information Dissemination, Information Sources, Information Systems, Instructional Materials, Policy, \*Research and Development Centers

Federally sponsored educational research and development projects are not achieving their full potential; much of their material is of little or no practical utility, and much that is of value is not well disseminated or is not readily available. The National Institute of Education might improve the quality of research and development by: (1) examining the range of activities, products, and services that now exist; (2) initiating research programs which examine the procedures for dissemination and adoption of these activities, products, and services; (3) making improvements for the short run in existing programs and institutions. (SK)

**ED 099 006** IR 001 408

Bell, T. H.

**Schools, Parents, and Textbooks.**

Pub Date 2 Dec 74

Note—6p.; Paper presented at a Meeting of the Association of American Publishers (Cherry Hill, New Jersey, December 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Academic Freedom, Administrator Responsibility, Censorship, \*Childrens Literature, Parental Grievances, \*Parent Attitudes, Parent Reaction, Parent Role, \*Parent School Relationship, \*Publishing Industry, Speeches, \*Textbooks, Violence

Publishers, authors, and the schools must be more respectful of parents' values in the preparation and selection of children's books. The use of obscene words, violence, explicit sex, and seeming approval of controversial positions in texts causes many problems. Although the approval of all parents obviously cannot be won, the children's book publishing industry and the schools must chart a middle course between the scholar's legitimate claim to academic freedom in presenting new knowledge and social commentary on the one hand, and the legitimate expectations of parents that schools will respect their moral and ethical values on the other. Since parents have the ultimate responsibility for the upbringing of their children, their desires should take precedence. (SK)

JC

**ED 099 007** JC 740 314

Baker, John H., Ed. Zane, Lawrence F. H., Ed.

**Collaborative Roles and Functions of Occupational Education Programs. Final Report.**

Hawaii Univ., Honolulu. Dept. of Curriculum and Instruction.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date 74

Grant—OEG-0-70-1970-725

Note—276p.; Proceedings of Institute for Advanced Study in Vocational/Technical Education (Honolulu, Hawaii, October 1973-June 1974)

**EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE**

Descriptors—\*Articulation (Program), \*Community Colleges, Conference Reports, Educational Objectives, \*Institutes (Training Programs), Occupations, Post Secondary Education, \*State Departments of Education, State Programs, Technical Education, Technical Reports, \*Vocational Education, Workshops  
Identifiers—\*Hawaii

The proceedings of an institute held to perform an in-depth study of articulation problems in selected occupational areas (health occupations, electricity, electronics, and business education—accounting, office practice and procedures, and data processing) in the schools of Hawaii are presented. The ultimate objective was to propose a written articulation agreement for each occupational program for adoption by the community colleges and the State Department of Education. The sections of the report are: Foreword; Introduction; "Articulation in Vocational Education" by Dr. George K. Ikeda; Team Reports (business education, electricity, electronics, and health occupations); and Appendixes (Evaluation, Additional Attendees by Island, and Brochure Copy). (DB)

**ED 099 008** JC 740 448  
Proceedure for the Establishment of Community Colleges in Arkansas.

Arkansas State Dept. of Higher Education, Little Rock. Div. of Community Colleges.  
Pub Date Nov 73

Note—33p.  
**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Administrator Qualifications, Chief Administrators, \*College Planning, \*Community Colleges, Educational Finance, \*Educational Specifications, Governance, Guides, Higher Education, Post Secondary Education, \*State Colleges, \*State Legislation  
Identifiers—\*Arkansas

Guidelines for establishing community colleges in Arkansas are provided. The sections of the manual are as follows: What Is a Community College? What Are Its Advantages for the Student? Community Colleges and Other Institutions of Higher Education; The Finance and Control of a Community College; Steps in the Establishment of a Community College in Arkansas; Role of the Local Steering Committee; Criteria for the Establishment of a Community College District; Selection of Community College Districts Which May Hold Elections; Application for a New Community College; Required Minimum Qualifications for the President of a Community College; Criteria for Comprehensive for Community Colleges; Act 103 of 1973 (As Amended by Act 263 of 1973); and Arkansas Constitutional Amendment No. 52. (DB)

**ED 099 009** JC 740 449  
Report of the Joint Study Committee on Student Governance.

El Camino Coll., Torrance, Calif.

Pub Date May 74

Note—62p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Administrator Attitudes, College Students, \*Community Colleges, Governance, Post Secondary Education, Questionnaires, \*Student Attitudes, \*Student Government, \*Student Participation, Surveys, Technical Reports

Identifiers—California, \*El Camino College

Student governance at El Camino College was studied by means of a review of data related to student characteristics, open hearing with students, a student survey, meetings with members of Student Councils and club representatives, and meetings with the administration and members of the Board of Trustees. These activities showed that there was an increase in the number of students who are older and are attending part-time in the evenings; most students favored some form of student government, but demands of college studies and employment precluded their own involvement; most of the student respondents to the survey indicated that they were unaware of the present student government and its activities, but showed interest and had definite opinions

about the structure and function of student government; members of the Student Council valued the experience, but agreed that other forms of student government might facilitate increased involvement and effectiveness; club representatives saw a vital role for student government, but wanted fiscal and functional independence from student government; and both administrators and members of the Board of Trustees were vitally interested in the topic of student government and eager to cooperate with a representative and responsible student government. The study findings led to the conclusion that the form of student government at El Camino College should provide for maximum student input at all levels, agree with the philosophy of the college, and parallel as far as possible the organizational structure of the college. (The Student Government Survey and Analysis is one of the 10 appendixes to the report.) (DB)

**ED 099 010** JC 740 450

Papers from the Community College Governance Conference, February 15-16, 1974.

Washington State Board for Community Coll. Education, Olympia.

Pub Date 3 Jul 74

Note—62p.; Papers presented at Community College Governance Conference (Seattle, Washington, February 1974)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*College Administration, College Faculty, College Students, \*Community Colleges, Conference Reports, \*Governance, Post Secondary Education, Speeches, \*Student Participation, \*Teacher Participation

Papers presented at a conference on community college governance, held in Seattle, Washington on February 15-16, 1974, are provided. The papers are: "Governance for the Two-Year College" by Richard C. Richardson, Jr.; "The Faculty Stake in Governance" by Richard J. Frankie; "The Student Stake in Governance" by Alan R. Shark; "The Public Interest and Governance" by W. Joseph Shoemaker; "The Administrators Speak" by Kenneth Aldrich; "The Faculty Speaks" by Helen Simon; "The Presidents Speak" by Robert Hamill; "The Students Speak" by John Postan; "The Trustees Speak" by Harriet Jaquette and Betty Mage; "Summary" by Frederic T. Giles; "Reflections" by Richard C. Richardson, Jr.; Richard J. Frankie, Alan R. Shark, and W. Joseph Shoemaker; and "Closing Remarks" by John C. Mundt. (DB)

**ED 099 011** JC 740 451

Feinblatt, Joseph G.

A Comparison of District and Statewide Instructor Loads—Fall 1973. Research Report No. 74-06.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Nov 74

Note—30p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Community Colleges, \*Comparative Analysis, Post Secondary Education, \*State Surveys, \*Statistical Data, Tables (Data), \*Teaching Load

Identifiers—\*California Community College Presidents Study

This publication provides data on day faculty loads in the Los Angeles Community College District for fall 1973. These data will aid in the evaluation of current programs and in planning for future program improvements. All data are based on information provided in the "California Community College Presidents' Study of Teaching Loads." The faculty loads in the Los Angeles Community College District closely parallel the average loads for the state. The average faculty load in the district, 507, is 2 percent lower than the state average of 517. The district and college loads for each major discipline are compared with the statewide average loads, and those disciplines which differ significantly from the statewide pattern in terms of their standard percent deviations are isolated for discussion. The disciplines found to have district loads significantly lower than the statewide averages include liberty science, social science, and interdisciplinary studies; those with higher than expected loads include communications, engineering, commerce, and apprenticeship. The important factors contributing to variations in faculty loads include special characteristics of particular

disciplines, program size, and fluctuations in program popularity from year to year. (Author)

**ED 099 012** JC 740 453

O'Banion, Terry And Others

Student Development Programs in Illinois Community Colleges.

Illinois Junior Coll. Board, Springfield; Illinois Univ., Urbana. Coll. of Education.

Note—112p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Administrator Attitudes, \*Community Colleges, \*Educational Practice, Interviews, \*Junior Colleges, Post Secondary Education, \*Program Evaluation, State Colleges, State Surveys, \*Student Development, Student Participation, Technical Reports

Identifiers—\*Illinois

A project to evaluate and study student development programs in all community colleges in Illinois is discussed. The project included a number of individual studies on various aspects of student development programs. The major study focused on the scope and quality of student development programs as perceived by students, faculty, and student development staffs. Other studies focused on exceptional practices, student involvement in governance, and the perception of student development programs by key administrators. The exceptional practices in the student development programs relate to academic support services, academic uplift services, admissions and records, college organization, community services, counseling, evaluation, experimental colleges, financial aids and placement, human potential groups, orientation, and student activities. Two appendixes provide a list of the interviewers and community colleges interviewed and a memorandum related to the Interviewer Project. (DB)

**ED 099 013** JC 740 454

Grippando, Gloria M.

A.C.T.: Its Relationship to Practical Nursing Education.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 17 Dec 73

Note—35p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Academic Achievement, \*Community Colleges, Correlation, Grade Point Average, \*Medical Education, Nurses, Post Secondary Education, \*Practical Nurses, Practicums, Pretesting, \*Test Results

Identifiers—American College Test, \*College of Lake County, Illinois

This study was conducted to determine the relationship between the American College Test (A.C.T.) composite score and academic success or failure as indicated by the GPA and state-board licensing examination score of students and graduates at College of Lake County, Grayslake, Illinois LPN program. Subjects were 132 graduates and 34 currently enrolled students, of whom 127 had taken the A.C.T. preadmission test and 108 had written the state-board examination. The first five classes of the program were studied. The college implemented the program in 1969. This correlational study had an ex post facto design with interval measures indicating a parametric correlation technique be employed. The Pearson product-moment correlation machine calculated formula was used. The findings indicated a correlation of 0.438 between the A.C.T. and GPA and 0.542 between the A.C.T. and state-board examination score. As a result of this study, the screening committee for the practical nursing program will have a more valid determination of minimum cut-off composite score on the A.C.T. preadmission test in the selection of potentially successful students and graduates. Major recommendations include a study by the committee of the A.C.T. Student Profile Section for information on other factors which may affect a student's success or failure in the program; development of rating scales for other variables predictive of the strengths and weaknesses of the prospective student; and the screening committee must continually evaluate and improve the procedure for the selection of successful practical nursing students in the future classes. (Author)

## ED 099 014 JC 740 455

Carlson, Charles R. Paine, Miriam  
New Education for New Students—A Senior  
Citizen Project. A Demonstration Project for  
Direct Educational Services to Senior Adults.  
Final Report.

Bakersfield Coll., Calif.  
Spons Agency—California State Office on Aging,  
Sacramento.

Pub Date Oct 74

Note—92p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

## POSTAGE

Descriptors—\*Community Colleges, Course  
Descriptions, \*Curriculum Development,  
Demonstration Projects, \*Educational Needs,  
Educational Programs, Guides, Older Adults,  
Post Secondary Education, \*Program Development,  
Program Evaluation, \*Senior Citizens,  
Surveys

Identifiers—\*Bakersfield College, California,  
Older Americans Act Title III

Guidelines resulting from a demonstration project  
to test approaches and methods in providing  
direct educational opportunities to the aging are  
provided. The sections of this book of guidelines  
are: Introduction—Why This Book of Guidelines  
(A Philosophy for Developing Educational Pro-  
grams for the Aging, Basic Facts About the Aging,  
and The Aging in an Educational Setting);  
Developing a Program—Assessment of Needs, Ad-  
visory Committees, Development of the Clientele,  
Selection of Program Locations, Recruitment of  
Faculty, Development of Specific Instructional  
Programs, Community Involvement, Evaluation of  
Programs, Financing the Programs, In-Service  
Training, Special Problems, Registration Infor-  
mation, and Summary; The Bakersfield College  
Demonstration Project—The Demonstration Area  
(Geographic Description, Economic Description,  
and Demographic Description), and The History  
of the Program (Phase I Needs-Interest Survey,  
Phase II Development of the Clientele, Program  
Development, In-Service Training, Evaluation of  
Programs, Special Problems, and Conclusion).  
Appendices are: Project Proposal, Registration  
Form, Course Description, Curriculum Summary,  
Curriculum Development (by Semester), Curricu-  
lum Development (by Type), and Survey Instru-  
ment. A bibliography of books, periodicals, and  
publications, a film bibliography, and a list of  
AOA publications are included. (DB)

## ED 099 015 JC 740 456

Advising on Capital Outlay Requirements of  
Public Baccalaureate Institutions and Public  
Community Colleges for 1974-75.

Michigan State Dept. of Education, Lansing.

Pub Date [74]

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—Annual Reports, Capital, \*Colleges,  
\*Community Colleges, Construction Costs,  
\*Facility Planning, Facility Utilization  
Research, \*Financial Needs, Higher Education,  
Post Secondary Education, \*State Programs

Identifiers—\*Michigan

This is the seventh annual State Board of Edu-  
cation report on Financial Requirements of  
Public Baccalaureate Institutions and Public  
Community Colleges in Michigan, and is the first  
time that capital outlay requirements have been  
considered in a separate report. The report con-  
tains information on capital outlay requirements  
for 1974-75 and a projection of needs to 1978-  
79, an outline for facilities planning methodology  
on the institutional and statewide level, and a  
review of the major issues relating to institutional  
size. The primary issue addressed by this report is  
the need for development of a system to assist  
the institutions in evaluating their facilities needs,  
to assist the state agencies and the legislature in  
determining priorities among institutional  
requests, and to assess utilization of existing and  
projected college facilities on a statewide basis.  
(Author/DB)

## ED 099 016 JC 740 457

Advising on Financial Requirements of Public  
Baccalaureate Institutions and Public Commu-  
nity Colleges 1974-75 Operating Budget.

Michigan State Dept. of Education, Lansing.

Pub Date [74]

Note—41p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—Adult Education, Annual Reports,  
\*Budgets, \*Colleges, \*Community Colleges,  
External Degree Programs, \*Financial Needs,  
Graduate Study, Higher Education, Library  
Programs, Post Secondary Education, \*State  
Aid, State Programs, Student Loan Programs,  
Teacher Education

Identifiers—\*Michigan

This is the seventh annual report on Financial  
Requirements of Public Baccalaureate Institutions  
and Public Community Colleges in Michigan. The  
purpose of the report is to outline the structure  
for advising on the financial needs for operations  
for the institutions for 1974-75. The chapters of  
the report are: 1. Introduction; 2. State Aid to  
Public Community Colleges and Public Baccala-  
reate Institutions; 3. State Aid for the Preparation  
of Teachers; 4. Statewide Non-Collegiate Adult  
Education Model; 5. External Education Feasi-  
bility Study; 6. Student Financial Assistance; 7.  
College and University Library Service in  
Michigan; and 8. Program Determination for  
Graduate Education for Public Baccalaureate In-  
stitutions. (DB)

## ED 099 017 JC 740 458

Equality of Access to Postsecondary Education.

Michigan State Dept. of Education, Lansing.

Pub Date Apr 74

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—\*Admission Criteria, \*Community  
Colleges, Disadvantaged Youth, Educational  
Coordination, \*Equal Education, \*Financial  
Support, Higher Education, \*Post Secondary  
Education, Student Personnel Services, Techni-  
cal Reports

Identifiers—\*Michigan

Equality of access to postsecondary study in  
Michigan is discussed in terms of the establish-  
ment of a system of higher education that would  
provide equity in terms of: (1) individual selection  
and support services, (2) student financial  
assistance options, and (3) institutional and pro-  
grammatic articulation. A synthesis of several  
major past efforts related to this issue is provided,  
and a series of recommendations whereby  
Michigan can enhance its efforts to alleviate this  
problem are made. Appendixes to the paper are:  
A. Full Text of the Report of the Governor's  
Task Force on Equal Opportunity in Higher Edu-  
cation; Background Information on Enrollment  
and Student Assistance; and Task Force Sub-  
committee Reports: 1. The Role of State Govern-  
ment, 2. The Role of Institutions of Higher  
Learning, 3. The Role of the Community, and 4.  
The Role of the Student; B. Full listing of recom-  
mendations and membership of State Board Ad-  
visory Committee on Equality of Access to  
Higher Education; and C. Text of the Report of  
the State Board Subcommittee on Equality of Ac-  
cess to Higher Education and minutes of State  
Board action taken on it. (DB)

## ED 099 018 JC 740 459

Command, Edward M.  
Governance in Higher Education. A Bibliography.  
Washington State Board for Community Coll.  
Education, Olympia.

Pub Date 70

Note—56p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

## POSTAGE

Descriptors—\*Annotated Bibliographies,  
\*Bibliographies, \*College Administration, Col-  
lege Faculty, Colleges, College Students,  
\*Governance, \*Higher Education, \*Publica-  
tions, Universities

Identifiers—\*Educational Resources Information  
Center, ERIC

The intent of this bibliography is to assist the  
reader to determine some of the important  
questions and concerns of higher educational  
governance and to serve as an example of the  
variety of sources on the topic. It consists of a  
collection of recent ERIC items and books on the  
subject. Nine areas of governance are considered:  
(1) The General Topic of Governance, (2)  
Governing Boards, (3) The Office of the College  
or University President, (4) The Administration  
and Governance, (5) The Faculty and  
Governance, (6) The Students and Governance,  
(7) Coordination Personnel Boards, (8) Govern-  
ments and Colleges and University Governance,  
and (9) The Question of Freedom and Order in  
Higher Education. The entries under each area

are not intended to be either comprehensive or  
complete. ERIC items are identified by the month  
and volume number. (Author/DB)

## ED 099 019 JC 740 460

Tschechelin, Jim

A Picture of Change: Characteristics and Trends  
of Harford Community College Students.  
Harford Community Coll., Bel Air, Md.

Pub Date 74

Note—3p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—\*College Students, \*Community  
Colleges, Courses, \*Enrollment Trends, \*In-  
stitutional Research, Post Secondary Educa-  
tion, Statistical Surveys, \*Student Charac-  
teristics

Identifiers—\*Harford Community College, Mary-  
land

A report that describes some of the charac-  
teristics of Harford Community College students  
is summarized. The 12 variables investigated in  
order to develop a description of the student  
population and pinpoint trends were: (1) part-  
time students—the proportion of part-time stu-  
dents was found to be rising dramatically; (2)  
Age—the average age of the students was rising  
significantly; (3) Sex—the proportion of women  
had increased greatly, especially among part-time  
students; (4) Marital status—the proportion of  
single persons had dropped significantly; (5) Ethnic  
background—the racial mixture had not changed  
significantly during three years; (6) Residence—  
more students were coming from Harford Coun-  
ty, and mostly from five areas in the county; (7)  
Employment—nearly one-third of the students  
were unemployed, but nearly one-half worked 40  
hours or more per week; (8) Financial aid—the  
proportion of students with veteran's benefits in-  
creased 12 percent; (9) Curriculum—the propor-  
tion of students in general studies doubled in four  
years; (10) Credit load—there was a significant  
reduction in the average course load; (11)  
Grades—the average Quality Point Index in-  
creased slightly during the past six years; and  
(12) Noncredit enrollment—the number of stu-  
dents enrolled in noncredit courses increased  
seven times faster than enrollment in credit courses  
during the past eight years. (Author/DB)

## ED 099 020 JC 740 461

Illinois Junior College Board Biennial Report,  
1971-1972, to the Governor and the Members  
of the Illinois General Assembly. Report No. D-  
750.

Illinois Junior Coll. Board, Springfield.

Pub Date Mar 73

Note—53p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

## POSTAGE

Descriptors—Annual Reports, College Curricu-  
lum, \*Community Colleges, \*Curriculum  
Planning, \*Educational Finance, Educational  
Legislation, Enrollment Trends, Higher Educa-  
tion, \*Junior Colleges, Post Secondary Educa-  
tion, State Aid, \*State Colleges, \*State Legisla-  
tion

Identifiers—\*Biennial Reports

This biennial report of the Illinois Junior Col-  
lege Board contains data on the community col-  
lege program during 1971 and 1972. The report  
discusses the following topics: Selected Data of Il-  
linois Public Junior Colleges; Organization of  
Higher Education in Illinois; Highlights of the Ac-  
tivities of the Illinois Junior College Board in  
1971 and 1972; Summary of 1971 and 1972  
Legislation Directly Affecting the Illinois Public  
Junior College Act; New Laws Affecting Junior  
Colleges But Not Directly Affecting Illinois  
Public Junior College Act; Legislative Recommen-  
dations of the Board for 1972; Historical  
Development; Beginning Headcount in Illinois  
Public Junior Colleges, Fall 1968 through 1972  
and Projected Fall 1973; Full-Time Equivalent  
Students Enrolled for State Apportionment Pay-  
ments 1967-68 through 1972-73, Estimated 1972-  
73 and Projected 1973-74; History of Financing  
Illinois Public Junior Colleges, 1965 through  
1973; Summary of State Aid for Junior Colleges,  
1971-1972; Comparisons of Appropriations for  
FY 72, FY 73, and Proposed FY 74; Explanation  
of Junior College Funding for 1973 and 1974;  
Uniform Accounting System; Junior College Unit  
Cost Study; Junior College Construction—Capital  
Funds; Statewide Curriculum Planning; Out-of-  
District Extension Courses; Curricula; Baccala-

reate-Oriented Programs; Occupational Programs; General Studies; Classification of Offerings; Public Service; Student Services; Articulation; Recognition of Colleges; State Community College of East St. Louis; Research and Management Information Systems; Publications and Conferences; Annual Statewide Conference, 1971, 1972; Comprehensive-Community College Bulletin; and Illinois Junior College Board Office. (DB)

**ED 099 021** JC 740 462

Robin, K. V.

**Dean of Instruction: A Critical Look.**

Pub Date Nov 74

Note—26p.; Paper presented at Association of Canadian Community Colleges Conference (November 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Administrator Role, \*College Deans, \*Community Colleges, Post Secondary Education, \*Role Perception, Speeches

The role of the chief academic officer within an institution is discussed. Some theoretical descriptions of the role of the Academic Dean in the community college in the U.S. are given. The results of a survey of 22 Academic Deans (or their equivalents) are given as they relate to the dean's position in the college, the line-staff relationship, and his most important functions. (DB)

**ED 099 022** JC 740 463

Anderson, Ernest F. Riehl, Natalie S.

**Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign, Fall 1971 Group. Research Memorandum No. 74-9.**

Illinois Univ., Urbana. Office of School and Coll. Relations.

Pub Date Jun 74

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Academic Achievement, \*College Students, \*Comparative Analysis, Dropout Rate, Grade Point Average, Higher Education, Institutional Research, \*Junior College Students, Persistence, Post Secondary Education, Tables (Data), Technical Reports, \*Transfer Students, Undergraduate Study, Universities

Identifiers—\*University of Illinois

Comparison studies were made of the academic progress of junior college transfers, four-year college transfers, and continuous juniors (natives) at the University of Illinois, as measured by mean GPA, academic status, and continued enrollment through the two years after transfer; of the performance after transfer with that before transfer on the basis of mean GPA; and of junior college transfers, four-year college transfers, and continuous juniors in 12 subject matter areas on the basis of mean GPA during the 1971-72 and 1972-73 academic years. The data resulting from the studies led to the following conclusions: (1) junior college transfers and four-year college transfers enter with pretransfer GPA's approximately equivalent to the lower division university GPA's of native juniors; (2) junior college transfers experience a first semester drop of about .40 in GPA below their pretransfer GPA and the four-year college transfers and natives; however, this loss in GPA is regained by the end of the fourth semester; (3) retention of junior college and four-year college transfer groups is approximately equal for the first semester at .94 and .95, respectively; (4) junior college transfers experience more academic difficulty after transfer than do four-year college transfers or natives, as measured by probation and drop rates; (5) the junior college transfer group performed at the "B" level during the fourth semester at the university; (6) native juniors and four-year college transfers achieve equivalent group GPA's; (7) native juniors have higher retention rates than do four-year or junior college transfers; (8) transfer students have higher academic probation and drop rates than native juniors, and junior college transfers have higher probation and drop rates than do four-year college transfers; and (9) junior college transfers consistently achieve at a lower GPA than the other two groups in the 12 subject areas studied; natives and four-year transfers perform about equally. (DB)

**ED 099 023** 95 JC 740 464

Miller, H. Lynn

**A Report on the Results of the Administration of the Student Characteristics Survey.**

Central Florida Community Coll., Ocala.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-73-1180

Note—77p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Associate Degrees, \*College Students, \*Community Colleges, Data Analysis, Parental Background, Post Secondary Education, \*Profile Evaluation, Socioeconomic Background, \*Student Characteristics, Surveys, Tables (Data), Technical Reports, \*Test Results

Identifiers—Higher Education Act Title III, \*Needs Assessment Project

A Student Characteristics Module was developed as part of the Needs Assessment Project of the Central Florida Community Colleges Consortium. Utilizing student admissions applications, a student characteristics survey was made of the personal and socioeconomic characteristics of 2,905 students admitted to Central Florida Community College 1971-73. Sixteen major fields of study were identified and cross-tabulated against 15 characteristics: sex, marital status, number of dependents, race, full-time or part-time status, father's occupation, father's education, mother's occupation, mother's education, student's daily round-trip commuting mileage, source of financial support, family income, total score on the Florida Twelfth Grade Placement Test (FTGPT), rank in high school graduating class, and age. In addition, each characteristic was cross-tabulated against two broad classifications of students—those intending to obtain an Associate of Arts (AA) degree and those intending to obtain an Associate of Science (AS) degree. Results of the survey showed no significant differences in sex or racial distribution in the two degree areas. The AA students were, however, more likely to be single than the AS students and were more likely to be full-time students. The educational backgrounds of the AA students' parents tended to be stronger than those of the AS students' parents. The AA students' scores on the FTGPT were somewhat higher than those in the AS group. As a group, the AS students ranked lower in their high school graduating class and relied much less on their parents for financial support. The college's black students tended to enroll heavily in some programs but infrequently in others. (Twenty tables provide the survey data.) (DB)

**ED 099 024** JC 740 465

**A Systematic Approach to Educational Needs Assessment.**

Florida Univ., Gainesville. Center for Community Needs Assessment.

Pub Date 26 Sep 73

Note—28p.; Paper prepared in support of speech given at Florida State Department of Education Division of Community Colleges Conference on PPBS

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*College Role, \*Community Benefits, Community Colleges, Data Collection, Decision Making, \*Educational Needs, Educational Planning, Job Market, Management Systems, \*Models, Post Secondary Education, \*Systems Approach, Technical Reports

Identifiers—\*Florida

The focus of this paper is on the development of a model for assessing community educational needs, referred to as the Needs Assessment Project (NAP). The model's primary purpose is to classify, organize, and assign priority to community needs, so that the educational system can assign these needs to the proper administrative unit for changes to be planned and implemented. The NAP is first developing a process or tool to ascertain the educational needs of the people in each community, using one college area to develop and test the model. The data collection for the simulation of the model has begun and will continue as the model is refined with the most relevant factors. The model (or prototype) work will be in two areas: the community as a service area, and the college as a training institution for the

total community. Some of the factors that should be studied in analyzing educational needs include future school population projections in each program area, planned traffic patterns and transportation networks, land use changes and land costs, basic demographic characteristics, planned industrial suburb movement, shifting community interests, new skills needed, and changing economic emphasis. Because the initial model will be related directly to assessment of job needs in terms of education, a quantified method will be developed to analyze the economic job market. The following year, the job need portion of the model will be expanded to include college transfer programs, adult basic education, community interests, programs in social cultural areas, and general education. (DB)

**ED 099 025** JC 740 466

**Educational Needs Assessment: A Simulation Model for Humanistic Planning. Central Florida Community Colleges' Consortium.**

Florida Univ., Gainesville. Center for Community Needs Assessment.

Pub Date May 73

Note—43p.; For related document, see ED 087 413

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—College Role, \*Community Benefits,

\*Community Colleges, Educational Change, \*Educational Needs, Educational Planning, Junior Colleges, \*Models, Post Secondary Education, \*School Community Relationship, Simulation, Technical Reports

Identifiers—Florida Junior College, \*Needs Assessment Project

The Needs Assessment Project will construct a computerized simulation model to evaluate the educational needs of all the community in order to keep educational changes compatible with community needs. This paper presents the approach to be taken in developing the Needs Assessment Model: a description of the study with a review of related literature, the procedure to be followed in the analysis and computerization of the simulation model, and the significance of the Needs Assessment Model to the educational system and society. The six phases in the development of the model are: Data Base Development, Initial Prototype Development, Model Testing, Model Evaluation and Verification, Model Revision, and Complete Documentation. The educational system selected for analysis and implementation of the system is Florida Junior College, with the Jacksonville area providing the community base in which the model will operate. Within the community, the Needs Assessment Model will result in greater job and class mobility, higher individual self-concept, better knowledge for the individual with which to compete in society, more help to problem youth, and economic impact predictions for local environmental planning. The model's main contribution to the community is in its forcefulness on ending isolation through more experience and exposure so that more realistic goals for career choices can be made. Through effective evaluation and followup procedures, the community college can place primary emphasis on the students it serves. (DB)

**ED 099 026** JC 740 467

Call, Richard W.

**A Comparison of Academic Achievement and Student Involvement in Extracurricular Activity.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 22 Nov 74

Note—21p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Academic Achievement, \*Co-curricular Activities, Colleges, \*College Students, \*Correlation, \*Grade Point Average, Higher Education, Hypothesis Testing, Junior Colleges, Post Secondary Education, Practicums, Predictor Variables, Questionnaires, Statistical Analysis, Tables (Data)

Identifiers—Pennsylvania, \*York College

To test the hypothesis that there is no significant correlation between academic achievement and the degree of extracurricular involvement, a study was made of 200 randomly selected students at York College of Pennsylvania. The 200 students were sent a questionnaire designed to

elicit the extent of their extracurricular involvement; 65 percent returned the questionnaire. To express the relation between the two variables, hours of extracurricular involvement (activities not directly related to the academic program) were plotted against grade point average. Analysis of the data clearly showed that there was no significant correlation between extracurricular involvement and academic achievement. A residual finding was that there was no appreciable difference in correlation between the resident and commuting populations. (Nine tables provide the study data. In addition, a lengthy bibliography and a copy of the survey form are included.) (DB)

**ED 099 027** JC 740 468

Hooten, David E., Ed.

**Proceedings of the PATTERNS Seminar, March 6, 1974.**

Spons Agency—Rochester Inst. of Tech., N.Y.  
Pub Date May 74

Note—36p.

Available from—Center for Community/Junior College Relations, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York 14623 (\$1.50)

Journal Cit—PATTERNS; v1 n2 May 1974

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Community Colleges, \*Conference Reports, Educational Coordination, Higher Education, \*Junior Colleges, Post Secondary Education, School District Autonomy, \*Seminars, \*State School District Relationship, \*Technical Institutes

Identifiers—\*New York

PATTERNS are a series of seminars intended to study questions and problems of interest to both community/junior colleges and the Rochester Institute of Technology. These proceedings are the second in the PATTERNS series. This seminar focused on particular aspects of state versus local control and/or coordination of higher education as it affects the public and private two-year colleges in New York State. These proceedings contain the following: Acknowledgments; Introduction; Program; Addresses—\*Trends and Implications; State Control Versus Coordination of Higher Education" by Robert D. Cahow, and "Trends and Implications; State Control Versus Coordination of Higher Education" by William G. Dwyer; Reactions by Fr. S. Theodore Berg and Alfred M. Hallenbeck; and a bibliography. (DB)

**ED 099 028** JC 740 469

Muncie, Martha

**Program and Student Characteristics Related to the Performance of New York State Associate Degree Graduates on the Registered Nurse Licensing Examination. Research Publication No. 75-1.**

New York State Education Dept., Albany, Bureau of Two-Year Coll. Programs; New York State Education Dept., Albany, Office of Occupational Education; State Univ. of New York, Ithaca, Cornell Inst. for Research and Development in Occupational Education.

Pub Date Jun 74

Note—94p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Associate Degrees, Certification, \*Community Colleges, Data Collection, \*Junior Colleges, \*Medical Education, \*Nurses, Post Secondary Education, Program Development, \*Program Evaluation, Questionnaires, Statistical Data, Student Characteristics, Technical Reports, Test Results

Identifiers—\*New York

Characteristics of Associate Degree Nursing (ADN) programs in New York State which relate to the achievement of their graduates on the State Board Test Pool Examination (SBTPE) were identified. A questionnaire was designed and mailed to all two-year colleges in the states offering the ADN. A total of 32 questionnaires were returned (91 percent). The criterion variable for the analysis was the percent of first time candidates from the school who passed the licensing examination between 1970-73, with the four years averaged. Program visits were carried out in eight schools, and student data were collected in these same schools. The questionnaire data, which were numerical, were coded and analyzed using t-tests of differences between

means of the top and bottom group categories. The more subjective interview data were described as to the program characteristics found to a greater degree in the high-achiever programs. In general, the study results showed that programs doing well on the licensing exam were also making noteworthy attempts at providing quality nursing education. Strong support was given to the conclusion that the passing rate on the SBTPE could be improved through student selectivity and providing a strenuous, selective program. Findings also indicated that nursing programs providing quality education were capable of maintaining high passing rates while admitting less academically qualified students. (Appendixes provide the Nursing Education Unit Records, Survey of Associate Degree in Nursing Programs, Interview Schedule, Student Survey, Program Survey Descriptions, Summary Descriptions from Program Visits, Student Descriptions, and Pearson-Product Moment Correlations.) (DB)

**ED 099 029** JC 740 470

Scott, David C.

**BC [Bakersfield College] Students Who Transfer:**

**A Profile of Progress.**

Bakersfield Coll., Calif.

Pub Date Dec 74

Note—131p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Academic Achievement, College Choice, Colleges, \*College Students, \*Community Colleges, Followup Studies, Higher Education, \*Institutional Research, Post Secondary Education, State Colleges, Statistical Data, Student Interests, Tables (Data), \*Transfer Students, Universities

Identifiers—\*Bakersfield College, California

This study deals with Bakersfield College students who transfer to institutions that grant the baccalaureate degree. Three parts of the study answer the following questions: How many transferred and where did they go? What courses did they take? What kind of grades did they earn? Part 1 of the report, Numbers of Bakersfield College Students to Transfer to 4-Year Colleges, contains 15 tables giving the numbers of students from Bakersfield College to transfer to each state college and university, the total numbers attending these colleges, and the totals as a percentage of the overall Bakersfield College enrollment. In Part 2, Major Areas of Study of Bakersfield College Transfers, 12 tables provide data that concern the major fields of study of all former Bakersfield College students who attended four-year colleges in California in the 1973-74 academic year. Part 3, Academic Achievement of Bakersfield College Transfers at State Colleges and Universities and the University of California, presents data dealing with academic performance of Bakersfield College students transferring to the 27 public four-year colleges in California. Section A gives an introduction, 22 tables, and a summary for grades earned at the state colleges and universities, and Section B (3 tables) provides the same information for the University of California. Part 4 of the report, Conclusions, contains two sections: A. Recommendations for Further Research and B. Interpretations. (DB)

**ED 099 030** JC 740 471

Jelfo, Donald T.

**An Investigation of the Relationship Between Student Verbal Abilities and Performance in U.S. History 151 Classes.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 15 Apr 74

Note—29p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Able Students, \*College Students, \*Community Colleges, Comparative Analysis, Grade Point Average, \*History Instruction, Low Ability Students, Persistence, Post Secondary Education, Practicums, \*Reading Ability, \*Verbal Ability

Identifiers—\*Cuyahoga Community College, Ohio

The purpose of this study was to investigate the relationship between student verbal ability and performance in an introductory United States history class at a comprehensive community college. For the purposes of this study, performance was defined as grade point average and rate of per-

sistence. Because of degree requirements, students at Cuyahoga Community College must successfully complete three courses in either history, political science, or social science, all of which are verbally demanding. Despite the fact that the student body is heterogeneous, as is often the case, with regard to socioeconomic background, reading and writing skills, and goals, instruction is quite traditional, emphasizing lecture and discussion. Thus, all students receive basically the same instruction. Two sample populations were selected for the study. Those U.S. history students who were concurrently enrolled in English 101 classes were defined as verbally able. Those who were concurrently enrolled in English 091, a remedial class, were defined as verbally deficient. With a sample of 121 English 101 students and 41 English 091 students, mean grade point averages and withdrawal rates were calculated. Through the use of a t-test, a significant relationship was established between student grade point average and verbal ability. A chi-square test established that there was no significant relationship between verbal ability and withdrawal rates from U.S. history classes. To enable students with poor verbal skills to succeed in U.S. history classes, faculty in the history department should write a program of individualized instruction and self-instructional learning packages at a less demanding reading level. (Author)

**ED 099 031** JC 740 472

Wiggins, E. Foster

**A Comparison of the Final Grade Point Averages Achieved by Students at Bristol Community College and the Final Grade Point Averages Achieved by These Same Students at Southeastern Massachusetts University.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 2 Oct 74

Note—38p.; Practicum submitted to Nova University in partial fulfillment of requirements of Doctor of Education degree; Not available in hard copy due to condition of original document

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Academic Achievement, College Students, \*Community Colleges, Comparative Analysis, Data Collection, \*Grade Point Average, Higher Education, Post Secondary Education, Practicums, Tables (Data), \*Transfer Students, \*Universities

Identifiers—Bristol Community College, Massachusetts, Southeastern Massachusetts University

The purpose of this study was to compare the level of academic achievement of Bristol Community College students with their level of achievement on graduation from Southeastern Massachusetts University, a four-year college to which a large percentage of Bristol Community College students transfer. Specifically, the final grade point averages achieved by Bristol Community College graduates of 1969, 1970, and 1971 were compared with the final grade point averages that these same students achieved on graduation from Southeastern Massachusetts University approximately two years later. The results of this study indicate that students who graduated from Bristol Community College in 1970 and 1971 and transferred to Southeastern Massachusetts University continued to achieve at a level similar to that they had achieved at Bristol. The students who graduated from Bristol in 1969 achieved academically at a slightly lower level at Southeastern Massachusetts University than they did at Bristol. (An appendix provides a table of the final grade point averages at both the college and the university.) (Author/DB)

**ED 099 032** JC 740 473

Grippando, Gloria M.

**A Strategy to Improve Grades in a Pharmacology Course for L.P.N. Students.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 23 Apr 74

Note—31p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—College Students, \*Community Colleges, \*Curriculum Evaluation, \*Drug Education, Grades (Scholastic), \*Medical Education, Nurses, Post Secondary Education, \*Practical Nurses, Practicums, Scheduling, Student

Characteristics, Test Results, Textbook Standards  
 Identifiers—\*College of Lake County, Illinois, Pharmacology

The purpose of this study was to examine the relationship between the class scheduling of a pharmacology course for L.P.N. students at the College of Lake County, in Grayslake, Illinois, and the final course grade. It was hypothesized that subjects will learn pharmacology concepts more effectively when the course content is concentrated within a shorter time span. Subjects were 30 students enrolled in spring 1973 who were assigned to a one hour/week class for 16 weeks and 24 in spring 1974 scheduled three hours/week for 6 weeks. The mean age of the 1973 group was 23, range 18-45, with an A.C.T. composite score mean of 15. The mean age of the 1974 group was 25, range 18-43, with an A.C.T. composite score mean of 16.7. The final grade for both groups was based on a final written examination and unit quizzes. These and the text were the same for both groups. A parametric test, the t-test, was used plus an opinionnaire consisting of eight items and using a scale scoring response. Of the 1973 subjects, 57 percent received a grade of F for the course, while 16 percent failed in 1974. The t-test indicated a mean difference of 10.258 estimated standard deviation for population of 10.579, standard error of difference of 2.897, T-Ratio of 3.541, 52 degrees of freedom and -6.924 difference of critical mean. The probability level was set at the 0.1 level for a one-tailed test. The obtained T-Value exceeded the Critical Values of a t-table value. Based on the t-test and subjects scale scoring responses, the recommendations are: (1) change the text; (2) consider educational background of subjects when selecting text; (3) consider reading level of text; (4) revise lectures to correlate with new text; (5) schedule future classes for three hours/week for 6 weeks block; and (6) continue to evaluate student achievement. (Author)

**ED 099 033** JC 740 474

**Advising on Postsecondary Enrollment Projections and Manpower Needs, 1974-75.**

Michigan State Dept. of Education, Lansing.  
 Note—55p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Colleges, Degrees (Titles), \*Educational Planning, \*Enrollment Projections, Enrollment Trends, Higher Education, \*Manpower Needs, \*Postsecondary Education, \*State Colleges, Tables (Data), Technical Reports, Universities  
 Identifiers—\*Michigan

This report is a continuation of the planning effort undertaken in 1973 regarding the planning and coordination of postsecondary education in Michigan. The present study updates the enrollment reports, projections, and manpower data, reviews progress toward the objective of developing comprehensive and continuous planning for postsecondary education, and provides recommendations for an interdepartmental effort to secure and utilize appropriate manpower planning information. (Author/DB)

**ED 099 034** JC 740 475  
 Gold, Ben K.

**A Comparative Analysis of Performance on the 1973-1974 ARRT X-Ray Technology Examinations. Research Study No. 74-9.**

Los Angeles City Coll., Calif.

Pub Date Nov 74

Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Community Colleges, \*Comparative Analysis, Higher Education, Post Secondary Education, \*Radiologic Technologists, Statistical Data, Tables (Data), Technical Education, \*Test Results, Universities  
 Identifiers—American Registry of Radiologic Technologists, California, \*Los Angeles City College

Some comparative statistics are provided on the performance of Los Angeles City College (LACC) students on the 1973-74 examinations in X-Ray Technology given by the American Registry of Radiologic Technologists (ARRT). The data from the ARRT report are presented in five tables, as follows: (1) an overall summary; (2) California community colleges; (3) California institutions other than community colleges; (4) per-

formance by state, all institutions; and (5) performance by state, community colleges only. The study data showed that: (1) the 29 LACC candidates were the 11th largest group of all 1,030 institutions in the U.S., 7th largest of the 99 U.S. community colleges, and 2nd largest of the 20 California community colleges; (2) 18 percent of the candidates are from community colleges, and in California, over half of the candidates are from community colleges; (3) community colleges averaged 14 candidates per institution (18 in California); other institutions averaged 7 candidates; (4) when compared with other California community colleges, LACC performance was slightly better in failure rate (7 percent compared with 9 percent) and slightly poorer in average scaled score (83.0 compared with 84.0); (5) California community college candidates performed better than their counterparts nationwide in both failure rate and average scaled score; and (6) when compared with other California institutions, California community colleges' performance was about equivalent; failure rate was slightly poorer; and average scaled score was slightly better. (DB)

**ED 099 035** JC 740 476

Preisig, Paul P., Ed.

**Increasing Community College Student Motivation Through the Systematic Application of Commercially Produced Attitude Change Packages—The Field Test of Eight California Community Colleges.**

California Community Colleges, Sacramento. Office of the Chancellor.; San Jose City Coll., Calif.

Pub Date Aug 74

Note—127p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Changing Attitudes, \*College Students, \*Community Colleges, Comparative Analysis, Grade Point Average, Hypothesis Testing, Post Secondary Education, Research Design, Retention, \*Student Attitudes, \*Student Motivation, Technical Reports, Video Tape Recordings

Identifiers—\*California

The purpose of this study was to seek conclusive data for answering the following research question: To what extent can the attitudes of community colleges students be improved through the systematic application of commercially produced attitude change packages? Eight California community colleges conducted an experiment using a variety of commercially produced tapes. As far as possible, each college conducted its experiment using an experimental/control group design. Each tried to test the following hypothesis: The GPA and retention rates of the experimental group (those given the attitude change packages) will be significantly higher as compared with a comparable control group. Selected findings of the study are: (1) some colleges reported positive results, whereas others failed to substantiate the hypothesis; (2) an unanticipated result was the clear support of the efficacy of some type of tutoring for improving college student achievement; and (3) all participating colleges supported continued experimentation and use of commercially produced tapes in efforts to improve attitudes of community college students. Recommendations include the following: (1) commercially produced attitude change packages should be refined and/or modified to make them more relevant to the community college student; and (2) the cooperation between the participating colleges and the Chancellor's Office of the California Community Colleges should be continued. (Author/DB)

**ED 099 036** JC 740 477

Jelfo, Donald T.

**An Evaluation of the Developmental Education Program at Cuyahoga Community College Eastern Campus.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 26 Aug 74

Note—37p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Academic Achievement, College Students, \*Community Colleges, \*Developmental Programs, Educationally Disadvantaged, \*Evaluation Methods, Grade Point Average,

\*Models, Persistence, Post Secondary Education, Practicums, \*Program Evaluation, Remedial Programs

Identifiers—\*Cuyahoga Community College Eastern Campus

The purpose of this study was to evaluate the developmental education program of the Eastern Campus of Cuyahoga Community College. An evaluative model was constructed by accepting the performance standards and program guidelines that Roueche and Kirk listed in "Catching Up; Remedial Education" (1973), after their study of five successful programs. The components of the Eastern Campus program were described and found in a number of significant areas to differ from the model. Data on the academic performance of a sample of developmental students for the 1973-74 academic year were collected and presented. Interviews of faculty, counselors, and paraprofessionals were also conducted. On the basis of the data collected, recommendations were made to bring the Eastern Campus developmental program into line with the guidelines of Roueche and Kirk. (Author)

**ED 099 037** JC 740 478

Raines, Max R.

**Community Services and Quality Education: Compatible or Incompatible.**

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College Teachers, \*Community Colleges, \*Community Services, \*Educational Quality, Post Secondary Education, \*School Community Relationship, Speeches, \*Teacher Role

The compatibility between community service and quality education is discussed. Variables that are indicators of quality education are: cost, or the yearly tuition rate; its distance from the consumer; the quotient of intelligence among those who are rejected as applicants; student/faculty ratio; and faculty degrees. Public service or community service functions of the community college provide excellent linkage systems between community leaders and the knowledge resource systems that exist in the university and in industry, as well as in the State and Federal governments. Locally based colleges could become a rich source of community agents. This would call for the establishment of a problem-focused center or institutions at the college with a specific administrator from the cooperating community organization designated to provide continuing liaison and leadership. Public service is not only compatible with quality education but also could become a major prerequisite for quality in many of our institutions. (DB)

**ED 099 038** JC 740 479

Alfred, Richard L.

**Meaningful Research in the Community-Junior College.**

Pub Date 13 Nov 74

Note—15p.; Paper presented to the Northeast Region of the Two-Year College Research Group, American Educational Research Association (New York, New York, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Action Research, \*Community Colleges, \*Educational Research, Input Output Analysis, \*Junior Colleges, Minority Groups, \*Models, Post Secondary Education, \*Research Design, School Community Relationship, Social Factors, Speeches

A research model to aid community college educators in taking a positive approach to affirmative action is proposed. The input-output model identifies appropriate data elements according to their status as influences on institutional performance in the area of affirmative action. The primary components are political variables (regulations of federal, state, and local agencies), demographic variables (features of the college and community), social psychological variables (features of the individuals in the college and community), and institutional variables (policies and procedures of the college). Each variable can be categorized into one of three classes—input factors, intervening factors, or output factors. Input factors represent the full range of political, demographic, social psychological, and institutional variables that shape college policy in the area of affirmative action. An "expected output"

can be determined through analysis of the impact of these variables on institutional policy and procedures (intervening factors) that are used to regulate college performance in minority hiring. This output can be measured through a number of factors (output factors) that define the relationship between the college and the community in terms of prevailing demographic trends. (DB)

ED 099 039 JC 740 480

Landini, Albert J. And Others  
Student Residence Locations and Associated Enrollment Data.

Los Angeles Community Coll. District, Calif.

Pub Date Jul 74

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Community Colleges, Computer Programs, \*Data Bases, Data Collection, Data Processing, \*Employment Patterns, \*Geographic Location, Handicapped Students, Maps, Post Secondary Education, School Demography, \*Student Records, Technical Reports

Identifiers—\*California

This report documents the second-year progress of the Community College Data Base Team in their efforts to build a geographically based data system for use by college researchers and administrators. The primary purpose of the 1973-74 team effort was to expand the 1972-73 data base by adding internally generated district items, aggregated to the census tract level, that would be useful in operationally defining and geographically locating handicapped persons. In addition, the external portion of the data base was expanded by adding 1970 census items that describe summaries of employment by four gross employment categories. Five tasks were carried out: creation of a student extract file from the complete Active Student File; aggregation of student data items to individual census tracts; creating an individual college service area definition algorithm; creating a census subfile for employment data; and computer mapping of critical data items. In addition to map production, the processed data were used to generate three tabular reports: Student Enrollment Data, Occupation of Employed Population, and District Student Data. (DB)

ED 099 040 JC 740 481

Montana Commission on Postsecondary Education. Final Report.

Montana Commission on Post-Secondary Education, Helena.

Pub Date 1 Dec 74

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—American Indians, Colleges, Educational Accountability, Educational Finance, \*Educational Needs, \*Educational Resources, Governance, Health Education, Higher Education, \*Postsecondary Education, Program Planning, \*State Programs, Statistical Data, Technical Reports, Universities

Identifiers—\*Montana

This final report of the Montana Commission on Post Secondary Education discusses information and projections relevant to present and future needs, resources, and the economic and social trends relating to the future of postsecondary education. The 11 chapters of the report are: 1. New Times, New Conditions, New Choices; 2. Goals; 3. Educational Policies; 4. Governance; 5. Planning; 6. Financing; 7. Institutions and Their Missions; 8. Health Care Education; 9. Native Americans and Postsecondary Education; 10. Accountability; and 11. Additional Recommendations. The appendices to the report provide: Supplementary Data; Staff and Technical Reports; Membership of Technical Groups; Public Hearings Held by Commission; Recommendations; House Bill 578; Montana Public Postsecondary Educational Institutions; State-Level Governance of Montana Education; Roll Call Votes; and Minority Reports. (DB)

ED 099 041 JC 740 482

Magidson, Errol

The Development of a Strategy to Implement the Use of Computer-Assisted Instruction at an Urban Community College.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 17 Jan 74

Note—33p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Community Colleges, \*Computer Assisted Instruction, \*Educational Technology, \*Instructional Media, Instructional Systems, Post Secondary Education, Practicums, Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes, \*Teaching Techniques

Identifiers—Illinois, Kennedy King College, \*PLATO

One educational innovation that is receiving national attention is computer assisted instruction (CAI). The PLATO system developed at the University of Illinois (Urbana) is perhaps the most sophisticated CAI system. As with other CAI systems, it permits each student to learn at his own pace; it can provide precise feedback and remedial or advanced work depending on the student's performance; and it can serve as test, text, and tutor. Over the next few years, the Educational Testing Service will be evaluating CAI projects, including the PLATO Project at Kennedy-King College. The implementation strategy used at Kennedy-King will influence the reception of CAI by its faculty and students, and the project's success or failure may help decide the fate of CAI. The preliminary results of the project indicate that students who have used PLATO find the experience enjoyable and feel that CAI has helped them learn. If technical difficulties are overcome as expected, the PLATO Project will continue to be successful. (Appendixes provide the PLATO Schedule, Students' PLATO Evaluation, and Faculty Questionnaire.) (Author/DB)

ED 099 042 JC 740 483

Hedlund, Dalva E. And Others

A Decision System for Occupational Programs in Community Colleges. Research Publication No. 75-2.

New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs; New York State Education Dept., Albany. Office of Occupational Education; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Pub Date Jun 74

Note—171p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Bibliographies, \*Community Colleges, Curriculum Development, \*Decision Making, Literature Reviews, Models, Post Secondary Education, \*Program Planning, \*Systems Approach, Technical Reports, \*Vocational Education

The first year of a project to develop, evaluate, and disseminate a system for occupational program planning in community colleges is discussed. The focus of the first year was the development of the system. This report of the first phase is divided into three parts. In part 1, materials and concepts important to the development of the system are reviewed. First, the literature on occupational program planning in community colleges is explored. Second, important concepts in the development of the project system is discussed. Part 2 contains the pilot edition of the project system. Part 3 contains the references for the development of the project system. Annotated bibliographies are presented for the use of both researcher and practitioner in the area of program development. (DB)

ED 099 043 JC 740 484

Lombardi, John

Reduction in Force. An Analysis of the Policies and Their Implementation. Topical Paper No. 48.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Topical Pap-48

Pub Date Dec 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Administrator Responsibility, \*College Teachers, \*Community Colleges, \*Educational Policy, Job Layoff, Post Secondary Education, \*Teacher Dismissal, Teacher Supply and Demand, Technical Reports, Tenure

Identifiers—\*Reduction in Force, RIF

Reduction in force (RIF) policies in community colleges are analyzed. The analysis focuses on the following topics: Regulations on Academic Freedom and Tenure (Gillis, 1971); RIF and Merit; Number of Colleges Involved in RIF; Strategies for Obviating RIF; Need for Carefully Prepared Policies and Procedures; RIF Policies; Faculty Participation; Activating the RIF Process; Seniority; Paramount Criterion for Order of Dismissal; Forms of Seniority; Departmental/Division Seniority; Seniority in Multicampus Systems; Seniority by Academic Rank; Notification of Dismissal; Rights of Dismissed Instructors; Severance Pay; Nontenured and Part-time Instructors; RIF and Affirmative Action; RIF and the Courts; Administrators and Liability for Damages; and Summar and Conclusion. A bibliography is provided. (DB)

ED 099 044 JC 740 485

Phillips, Herbert E. Brunner, Edward

Past Student Follow-up Survey.

Lake City Community Coll., Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Grant—OEG-0-73-1180

Note—73p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—College Role, \*Community Colleges, \*Curriculum Evaluation, Data Collection, \*Followup Studies, \*Graduate Surveys, Institutional Research, Post Secondary Education, Student Attitudes, Surveys, Technical Reports, \*Vocational Followup

Identifiers—Florida, Higher Education Act Title III, Lake City Community College, \*Needs Assessment Project

Conducted as a part of the Needs Assessment Project, a study was made primarily to develop an instrument that could help community college decision makers determine the proportion of students that were working in areas related to those studied in college. Additional information to be obtained included the reasons for attending college, graduates' opinions about college curriculum and services, and information about what the graduate was currently engaged in. The survey was mailed to 2,213 1948-1973 graduates of Lake City Community College. A total of 646, or 29 percent, responded. An analysis of the results indicated that of the respondents, 44 percent were AA graduates and 56 percent were AS graduates; 41 percent were employed in jobs related to their LCCC program. Responses indicated that the students came to LCCC because it offered them what they wanted in terms of courses, programs, and general reputation. Graduates were strongly positive in their ratings of the teaching, library, bookstore, admissions, registration, and scheduling. The graduates worked between 11 and 20 hours per week while in college, and 75 percent received financial assistance. Little help was reported by graduates in finding a job or in transferring to another institution; the best help came from faculty members. Special help for students was suggested in the areas of doing research, writing term papers, course selection, program selection, scheduling classes, and finding jobs. Sixty percent of the graduates continued their education after LCCC, with 43 percent earning degrees. A total of 95 percent fully recommended LCCC. (DB)

ED 099 045 JC 740 486

Ello, Joseph G. And Others

An Assessment of the Need for a Human Services Associate Degree Program on the Jackson County Campus.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 23 Nov 74

Note—18p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Associate Degrees, College Curriculum, \*Community Involvement, \*Curriculum Planning, \*Human Services, \*Internship Programs, \*Junior Colleges, Post Secondary Education, Practicums, Questionnaires

Identifiers—Mississippi, \*Mississippi Gulf Coast Junior College

The purpose of this practicum was to test the belief that a need existed for a two-year associate degree program at Mississippi Gulf Coast Junior

College in the area of Human Services. A questionnaire was developed and mailed to 25 community agencies, of which 78 percent responded. Results of the survey showed that nine of the responding agencies provided an in-service training program for workers with less than a four-year college degree, and three of the agencies reported that their programs met all of their training needs; agencies that did not provide training programs and those whose programs were not adequate felt that the Jackson County Campus of the Mississippi Gulf Coast Junior College could meet their needs; one agency felt that the college could not be of assistance, and four did not know if the college could be of assistance; four of the agencies reported that 57 employees would be eligible for job advancement if they earned a two-year degree in Human Services, and estimated that there were 22 positions open for people with such a degree; 12 agencies stated that they would accept interns enrolled in the program, 70 of which could be accepted each semester; 5 of the 12 agencies stated that they would be able to pay interns part-time wages; and 14 agencies were willing to help establish a curriculum for the program. (A copy of the questionnaire is included.) (DB)

**ED 099 046** JC 740 487

Hudson, Robert L.

**PR: What the Media Expect from You.**

Pub Date 31 Oct 74

Note—9p.; Paper presented to the FACC Commission on Public Relations, Anniversary Convention Florida Association of Community Colleges (25th, Tampa, Florida, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Community Colleges, \*Guidelines, \*Newsletters, Post Secondary Education, \*Press Opinion, \*Public Relations, Speeches

Identifiers—\*News Releases  
Guidelines for organizations to follow when submitting news releases to a newspaper are provided. These include the following: (1) when submitting a news release, put name, address, and telephone number on it; (2) don't submit lengthy, overly detailed news releases; (3) don't submit news releases that are incomplete; and (4) be accurate. (DB)

**ED 099 047** JC 740 488

Hawthorne, Mary E. Perry, J. Warren

**Community Colleges and Primary Health Care: Study of Allied Health Education (SAHE) Report.**

American Association of Community and Junior Colleges, Washington, D.C.  
Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date 74

Note—303p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$1.75)

**EDRS Price MF-\$0.75 HC-\$15.00 PLUS POSTAGE**

Descriptors—Action Research, Adult Education, Articulation (Program), Books, \*Community Colleges, Conferences, Curriculum Development, \*Health Education, Interviews, \*Junior Colleges, Literature Reviews, \*Nursing, Post Secondary Education, \*Primary Health Care, Program Development, Questionnaires, Teacher Education, Workshops

Identifiers—SAHE, \*Study of Allied Health Education

This report focuses on the Study of Allied Health Education (SAHE) project that was established for the purpose of designing an action plan on a national scale for allied health and nursing education. The specific task of the project was the determination of the role that community and junior colleges might fulfill in increasing ambulatory care in the United States. The study involved regional workshops, national conferences, special interviews, questionnaires, and a literature search. This report presents the major findings and recommendations resulting from those activities. The chapters of the book are: 1. SAHE Objectives: Definition of Primary and Ambulatory Care; Objectives—Student Related Issues; Curriculum Development and Quality of Instruction; Articulation, Teacher Preparation, and Continuing Education; Administration and Administrative Costs; Manpower Information; Emerging Health Care Programs; 2. SAHE Procedures: Na-

tional Advisory Committee; National Professional Associations Conference; Regional Workshops; Questionnaire: Clinical Instruction; Continuing Education and Consumer Health Education; 3. SAHE Findings: Priorities for SAHE Objectives; Literature Search; Conference and Workshops; SAHE Questionnaire; Status of Clinical Instruction; and Continuing Education and Consumer Health Education; 4. SAHE Recommendations; Targets of Opportunity; and 5. SAHE Projections. Nine appendices, three figures, and 16 tables are included. (DB)

**ED 099 048** JC 740 489

Murphy, Norman L.

**An Assessment of Remedial Education for Vocational-Technical Students in Selected Postsecondary Institutions in Texas.**

Texas Education Agency, Austin. Dept. of Occupational Education and Technology; Texas Univ., Austin. Dept. of Educational Administration.

Pub Date 74

Note—161p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Academic Achievement, Community Colleges, Data Analysis, Demography, Grade Point Average, Literature Reviews, Locus of Control, Persistence, \*Post Secondary Education, \*Predictor Variables, Program Descriptions, \*Remedial Instruction, Research Methodology, Self Concept, \*Technical Education, Technical Reports, \*Vocational Education

Identifiers—\*Texas  
The purpose of this investigation was to identify those demographic and programmatic (independent) variables which were the best predictors of student success in a remedial program, as measured by four different criterion (dependent) variables: grade point average, persistence, increase in internality in locus of control, and increase in self-concept. The demographic variables examined were age, sex, yearly family income, curriculum aspiration, and ethnic background. The programmatic variables isolated were individualized instruction, integrated vocational learning experiences, program focus on self-concept development, and volunteer instructors. In order to capture the programmatic variance unaccounted for by these selected variables, the program itself was regarded as a variable. The four programmatic variables examined were so highly correlated that individually they showed no significance. Together, however, they contributed a significant amount of variance in student GPA and changes in locus of control. Moreover, the only significant predictor of persistence was the remedial program which contained the most (three) program variables. Unidentified variables were operating in addition to the four specified to create this effect. No variables were found to be predictive of self-concept. Clearly, existing education technology is sufficiently powerful to enable high-risk students to succeed in postsecondary remedial programs. (Author/DB)

**ED 099 049** JC 740 490

Gross, Norma

**A Comparison of Student Perceptions of Teaching Effectiveness Between Part-Time Office Occupational Instructors Who Are Professional Teachers vs Those Who Are in the Business World.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date Dec 74

Note—24p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Community Colleges, Comparative Analysis, Effective Teaching, Nonprofessional Personnel, Post Secondary Education, Practicums, Professional Personnel, \*Student Attitudes, \*Teacher Characteristics, \*Teacher Rating, \*Vocational Education Teachers

Identifiers—\*Houston Community College, Texas

This project surveyed evening students enrolled in the Office of Occupations Division of the Houston Community College as to their opinions concerning the effectiveness of their instructor. Of the approximately 870 students enrolled, 236 students of "professional educators" responded, and 119 students of teachers who "worked full-time in the business world" responded. A five-point opinionnaire was used for instructor ratings

to determine if exceptional ratings were dependent on teachers' full-time vocational classifications. The chi-square technique was used to analyze the data with a .05 confidence level. It was found that there was no significant difference, in the opinions of the students, between the effectiveness of professional educators and those who work in the business world. (Author/DB)

**ED 099 050**

JC 740 491

Houston, Charles A.

**A Study of the Interrelatedness of Nursing Board Examination Scores and Student Characteristics/Achievement Variables at Virginia Western Community College. OIR Report No. 18-74.**

Virginia Western Community Coll., Roanoke. Office of Institutional Research.

Report No.—OIR-18-74

Pub Date Oct 74

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Academic Achievement, College Students, \*Community Colleges, Correlation, Demography, Grade Point Average, Health Occupations Education, \*Nursing, Post Secondary Education, \*Program Evaluation, \*Student Characteristics, Technical Reports, \*Test Results

Identifiers—Virginia, \*Virginia Western Community College

In order to evaluate Virginia Western Community College's (VWCC) nursing program and the proficiencies of its graduates, an examination was made of the interrelatedness of certain student characteristics/achievements and subtest scores. Statistical analyses of the data included: (1) a demographic profile of graduates, (2) descriptive analyses of examination scores, (3) correlation of scores and characteristics, and (4) canonical correlation analyses between student characteristics/achievement variables and state board scores. Results of the study indicated that: (1) approximately 95 percent of the graduates were either single females (40.9 percent) or married females (54.5 percent); (2) approximately 73 percent of the students were 25 years or older; (3) VWCC GPA's correlated significantly with all subtest scores; (4) high school rank, high school Algebra 1, and age correlated significantly only with certain subtest scores; (5) no significant correlations were found between high school chemistry grades and subtest scores; and (6) 81 percent of the variance between subtest scores and student characteristics/achievement variables can be explained by canonical variable 1. These results supported the present screening and selection procedures with the recommendation that the use of high school chemistry grades as a criterion for admission be reviewed. (Author/DB)

**ED 099 051**

JC 740 492

**The Academic and Remedial Placement Profile of Students Entering B.C.C. (Bronx Community College) in September 1974 by Curriculum Group.**

Bronx Community Coll., N.Y.

Pub Date Dec 74

Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*College Freshmen, College Students, \*Community Colleges, English Programs, \*Grade Point Average, Grades (Scholastic), Institutional Research, Post Secondary Education, \*Remedial Courses, Remedial Mathematics, Remedial Reading, \*Student Placement, Technical Reports

Identifiers—\*Bronx Community College, New York

The Bronx Community College entering class in September 1974 is described in terms of high school averages (general, English, mathematics, foreign language) and of placements into precollege-level English, reading, and mathematics courses. The actual programs of the students placed, but not registered, in these remedial courses are examined. A total of 2,916 students were placed in remedial English, reading, and mathematics Curriculum, and 3,487 were enrolled in the same curricula. In comparison with remedial placements in the fall of 1971, the proportion of remedial English-reading placements in the fall of 1974 was noticeably higher, whereas the proportion of remedial mathematics placements was

markedly lower. Forty-seven percent of the students were actually enrolled in one of the remedial English/reading courses, as compared with 74 percent placed, and 32 percent were enrolled in a remedial mathematics course, as compared with 37 percent placed. There was a marked increase in the proportion of nursing students that required remediation in reading/writing as well as in mathematics. An estimated 600 to 700 students placed in remedial courses were found to be taking college-level courses and were not enrolled in the remedial courses. Since 1971, the proportion of students recommended to the college by the University Applications Center with high school English averages below 70 percent has remained constant, whereas those with high school mathematics averages below 70 percent has steadily declined. There is a noticeable discrepancy between the proportion of students with mathematics averages below 70 percent and the proportion of students in remedial mathematics courses. (DB)

**ED 099 052** JC 740 493

*Reda, Mario R.*

**A Proposal to the President to Establish a Year-Round Operation and an Annual Assignment System for Omega College, Beginning Summer 1974.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 23 Apr 74

Note—75p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Administrative Principles, \*Cluster Colleges, College Teachers, \*Community Colleges, Cost Effectiveness, Educational Policy, Governance, Higher Education, \*Organizational Development, Post Secondary Education, Practicums, \*Teacher Placement, \*Year Round Schools

**Identifiers**—College of DuPage, Illinois, \*Omega College

The purpose of this paper is the presentation of a proposal for a year-round operation and an annual assignment system (YRO/AAS) to the administrative officers of the College of DuPage, Glen Ellyn, Illinois. The proposal is comprised of four chapters. The first chapter deals with the significance of the study in terms of the College of DuPage's administration phasing out four-quarter contracts and demoralizing the faculty in the process. It then attempts to show how an all-college annual assignment would give the institution a year-round operation. It defines its terms through a literature search, and looks at other schools that are attempting a year-round operation. Chapter 2 investigates the administrative science theory for a rationale and philosophy for a year-round operation or an annual assignment system. It looks at management theory in the hope of bettering the morale and work climate of the institution. Chapter 3 provides the proof that the college can put the faculty of Omega College, a unit of the College of DuPage, on an annual assignment system at no extra cost to the institution. Omega College could then operate on a year-round basis. Chapter 4 develops an internal governance model and an operational scheme for such a program. It attempts to show how the year-round operation/annual assignment system follows the basic mission purpose of the institution. (Author/DB)

**ED 099 053** JC 740 494

*Grippando, Gloria M.*

**A Study of Admission Procedures in Illinois Practical Nursing Schools.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 8 Jul 74

Note—37p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Admission Criteria, \*Community Colleges, Data Analysis, \*Health Occupations Education, Post Secondary Education, \*Practical Nursing, Practicums, \*Pretesting, Questionnaires

**Identifiers**—\*College of Lake County, Illinois

This study was designed to provide the College of Lake County with data to promote critical thinking and discussion about the revision of the present admission criteria for the practical

nursing program. Subjects were the coordinators/directors of the 36 approved schools of practical nursing in Illinois. A letter and a questionnaire comprised of a rating scale and fill-in responses concerning admission policies were mailed to each school. There was an 89 percent return rate. The replies showed that 87.5 percent screen applicants, 90.6 percent interview, and 68 percent require references. Less than one-third of the schools feel that previous nursing experience is beneficial. Only 9.38 percent use the A.C.T. as a preadmission test; 85 percent consider high school grades important; and 53 percent consider class rank as predictive of success. I.Q. is a criterion for 34 percent. Accepting students with advanced standing is effected by proficiency testing. Eleven schools rely on a single preadmission test, although 24 different tests are administered in the 32 schools. (Author/DB)

**ED 099 054** JC 740 495

*Jacobs, Karl J.*

**Management Rights in Collective Bargaining and the Impact on Presidential Autonomy.**

Pub Date Aug 74

Note—5p.; Paper presented at the National Conference for Community College Presidents (Quincy, California, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Administrator Role, \*Chief Administrators, \*Collective Bargaining, \*College Administration, Community Colleges, \*Governance, Higher Education, Policy Formation, Post Secondary Education, Speeches

Changes that have taken place in academic governance, particularly as they affect the role of the college president, are discussed. These changes are traced from the time when the administration operated the institution and the president acted as a buffer between and among groups that make up the college to the present day of participatory democracy in higher education. The advent of formal collective bargaining and its effect on presidential authority are discussed. (DB)

**ED 099 055** JC 740 496

*Anthony, John H.*

**"Developing" the Administrative Team.**

Pub Date Aug 74

Note—11p.; Paper presented at the National Conference for Community College Presidents (Quincy, California, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Administrator Role, \*Chief Administrators, \*College Administration, Community Colleges, \*Organizational Effectiveness, Post Secondary Education, Speeches

The importance of an institution's goals and objectives is discussed, and ways in which a chief executive can foster teamwork toward organizational goals are described. Points to be remembered by the college president when selecting his management team are stressed. (DB)

**ED 099 056** JC 740 497

*Schafer, Eldon G.*

**Collective Bargaining—Oregon Style.**

Pub Date Aug 74

Note—5p.; Paper presented at the National Conference for Community College Presidents (Quincy, California, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Collective Bargaining, \*Collective Negotiation, \*College Administration, \*Community Colleges, Post Secondary Education, Speeches, \*State Legislation

**Identifiers**—Lane Community College, \*Oregon  
The implications of the mandatory collective bargaining law in Oregon, House Bill 2263, are described in a case history of Lane Community College. In addition, problems that have emerged as a result of collective bargaining in Oregon are listed. (DB)

**ED 099 057** JC 740 498

*McCuen, John T.*

**The Future and Long-Range Planning—Strategies for Change and Redirection.**

Pub Date Aug 74

Note—5p.; Paper presented at the National Conference for Community College Presidents (Quincy, California, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Community Colleges, \*Educational Planning, \*Master Plans, \*Models, \*Multicampus Districts, Post Secondary Education, Speeches

**Identifiers**—California, \*Los Angeles Community College District

Long-range planning from the point of view of the multicampus system is discussed. The need for long-range planning generally is indicated, and special planning problems for the large multicampus district are described. A planning process model that is being developed by the Los Angeles Community College District to meet planning needs is discussed. (DB)

**ED 099 058** JC 740 499

*Coleman, Thomas R.*

**An Analysis of an Educational Questionnaire Prepared to Discover in What Areas Essex County College Students Needed Counseling Before Entering College.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 29 Jun 74

Note—21p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—College Students, \*Community Colleges, Counseling, Post Secondary Education, Practicums, \*Questionnaires, \*Student Attitudes, \*Student Needs, \*Student Personnel Services

**Identifiers**—\*Essex County College, New Jersey

An educational questionnaire was designed and administered to students at Essex County College. The questionnaire was divided into three areas: educational, vocational, and psychosocial. A total of 134 students returned the questionnaire. Their answers showed the areas in which they needed pre-entrance counseling to be in the following order of priority: (1) preparing term and research papers, (2) help in math skills and concepts, (3) guidance in obtaining financial-aid information, (4) help in selection of schools and vocations after high school, (5) help in preparing a bibliography, and (6) selection of courses appropriate for them. (Author/DB)

**ED 099 059** JC 740 500

*Coleman, Thomas R.*

**A Study of the Level of Achievement Motivation and Its Relation to Student Grades in Psychology.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 4 Jul 74

Note—17p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Academic Achievement, College Students, \*Community Colleges, \*Grades (Scholastic), \*Lower Class Students, Negro Students, Personality Tests, Post Secondary Education, Practicums, Predictor Variables, Psychological Tests, \*Student Motivation, Test Results

**Identifiers**—\*Essex County College, New Jersey

This study examined the relationship between the level of achievement motivation of Essex County College students and their grades in psychology. Forty-one ECC students, both male and female, predominantly lower-class black students, took part in the study. The level of achievement motivation was measured in terms of the scores a person obtained on a Personality Questionnaire, Scale 1 of a standardized test in achievement motivation. Grades were measured in terms of the final grade the student received in a psychology course. Results of the study showed that there was no correlation between the test scores on the Personality Questionnaire and grades in psychology courses. (DB)

**ED 099 060** JC 740 501

*Grippando, Gloria M.*

**L.P.N. Students Evaluate Cooperating Agency Experiences.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date Oct 74

Note—27p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Clinical Experience, \*Community Colleges, \*Cooperative Programs, \*Nurses,

Post Secondary Education, \*Practical Nursing, Practicums, \*Program Evaluation, Rating Scales, School Community Relationship, Student Attitudes

Identifiers—"College of Lake County, Illinois

This study examined the relationship between clinical laboratory experiences in 19 local cooperating agencies and the philosophy of the College of Lake County Licensed Practical Nursing Program. The subjects were 27 female LPN students, ages 18-44, who completed an evaluative form consisting of 10 items. The items were evaluated on a 1 to 5 rating scale, indicating a poor to superior rating. The overall results showed that seven agencies have a mean of less than 3.0 average. Recommendations are made in light of the findings. (An appendix presents the rating form.) (DB)

ED 099 061 JC 740 502

Killen, Kenneth Lidstrom, Kermit

An Investigation of the Causes of Student Drop-out in Introduction to Business 460-108.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 22 Apr 74

Note—19p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Business Education, \*College Students, \*Community Colleges, \*Dropout Research, Post Secondary Education, Practicums, \*Student Attitudes

Identifiers—"Cuyahoga Community College Metropolitan Campus, Ohio

A study was made to determine the reasons that students drop Introduction to Business at Cuyahoga Community College-Metropolitan Campus. Of 422 students who were enrolled in the course during the winter quarter of 1974, 103 withdrew. An attempt was made to reach by telephone all students who had withdrawn from the course. Of the 52 who were reached, 48 stated that they had withdrawn because of personal reasons, and 4 stated that they withdrew due to teacher/student conflict. The students surveyed were, for the most part, unaware of the options open to them. (DB)

ED 099 062 JC 750 001

Progress and Prospect: A Study of the Kansas City Metropolitan Junior College District; Report to the Board of Trustees.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—Metropolitan Junior Coll. District, Kansas City, Mo.

Pub Date Jun 73

Note—277p.

EDRS Price MF-\$0.75 HC-\$13.80 PLUS POSTAGE

Descriptors—\*Community Surveys, Economic Climate, Educational Demand, \*Educational Planning, \*Enrollment Trends, \*Junior Colleges, \*Manpower Needs, School Community Relationship, Student Characteristics, Student Costs, Student Opinion

Identifiers—Kansas City, Kansas City Metropolitan Junior College District, \*Missouri

The Board of Trustees of the Kansas City Metropolitan Junior College District sponsored a long range planning study for the future development of the district. Under the direction of Dr. Raymond J. Young, this study was designed to update an earlier one completed in 1968 by the staff in the light of changed conditions and trends. Information was obtained on the economic and sociological characteristics of the area in order to examine the validity of earlier forecasts of manpower requirements, population, and enrollments, and to enable future projections which have taken into account developing trends. Information relative to the need for community college educational programs and services was obtained from numerous sources including employers and other residents in the Kansas City Metropolitan area and the junior college district, college officials and students, high school students, official records and documents, regional planning agencies, and the U.S. Bureau of the Census. (Author/MJK)

ED 099 063 JC 750 002

Tice, Terrence N.

Decision-Making and the Law in Higher Education—Emphasis on Student Rights: Essay and Bibliography.

Pub Date Jul 74

Note—50p.; Prepared for the Community College Deans Conference (Delta College, Michigan, July 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Academic Freedom, \*Bibliographies, Collective Bargaining, College Students, Court Cases, \*Higher Education, Junior Colleges, \*School Law, \*Student College Relationship, \*Student Rights

The essay and bibliography presented here are designed for general use among those concerned with questions of campus rights and responsibilities and with the application of legal principles in campus decision-making. The primary focus is on student rights issues. The discussion falls into three parts: (1) "Law and Morality in the Open Society" is concerned with defining the open society and discussing how morality works in this ideal situation. (2) "Legal, Institutional, and Moral Rights" gives specific definitions and examples of these various kinds of rights, concentrating on the academic context. (3) "Guidelines for Administrative Decisions Concerning Students" suggests considering alternative models of student-institutional relationships, developing a campus judiciary system, setting up a list of policy areas to be developed that affect basic rights, preparing for greater involvement with the courts, and improving skills for managing and utilizing conflicts. An annotated bibliography of 181 items covers college law, faculty rights and responsibilities, students in collective bargaining, junior and community college situations, and the legal background. Subject and author indexes and a table of court cases are also appended. (Author/MJK)

ED 099 064 JC 750 003

A Follow-Up Study of the Academic and Job Experiences of Students Graduating from Bronx Community College, or Leaving (Without Graduating) during 1973. Report No. B. C. C. 2-74.

Bronx Community Coll., N.Y.

Pub Date Oct 74

Note—127p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Employment, Followup Studies, Graduate Surveys, \*Job Applicants, \*Junior Colleges, \*Junior College Students, Student Characteristics, \*Transfer Students

Identifiers—Bronx, Bronx City College, \*New York

In order to determine what happens to students after they leave Bronx City College (BCC), the 6,050 graduated and nongraduated students who left BCC during the 1973 calendar year were sent questionnaires. From a final sample of 1,240 these student characteristics were gathered: graduate status on leaving, sex, ethnic group, full- or part-time enrollment, and BCC curriculum area. This personal data is tabulated against the responses to the questionnaire which emphasizes reasons for leaving BCC, post BCC academic status and experience, job experience and relevance of BCC studies to employment. Two important reasons for leaving before graduation were financial need and intention to continue education. Most BCC graduates continue their education immediately, while nongraduates at least plan to do so. Nongraduates who sought jobs had more difficulty finding jobs than graduates, and their salaries on full-time jobs were inferior. The survey includes student recommendations for changes in, or additions to, the BCC program. (MJK)

ED 099 065 JC 750 005

Tatham, Elaine L.

Skills, Education and Experience for Clerical Staff: A Survey of Southern Metropolitan Kansas City Area Employers.

Johnson County Community Coll., Overland Park, Kans.

Pub Date Apr 74

Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Business Skills, Clerical Occupations, \*Employer Attitudes, \*Employment Qualifications, \*Junior Colleges, \*Occupational Surveys, \*Office Occupations Education

Identifiers—Certified Professional Secretary Examination, Kansas, \*Kansas City

Thirty-seven employers of clerical personnel were surveyed to determine necessary skills, edu-

cation, and experience for the positions of clerk/receptionist, clerk/stenographer, secretary, and administrative assistant. The results suggest that at least a high school diploma, typing speed, and one-two years of experience are considered necessary by a high percentage of employers for all four clerical positions. The current Secretarial Careers Program emphasizes preparations for the Certified Professional Secretary (CPS) examination. The high percentage of students obtaining employment prior to the completion of the two-year program raised a question as to whether employers wanted and were willing to pay for office staff with the skills of a CPS. Data indicated 75 percent were not familiar with the term at all. Two recommendations were made: (1) to begin to plan for the development of a shortened program, and (2) to make employers more aware of the skills of a Certified Professional Secretary. Tabular data and the survey instrument are appended. (Author/MJK)

ED 099 066 JC 750 006

Deaver, Frank

Journalism and Student Publications in American Junior Colleges: A Directory of Programs and Personnel with Selective Interpretation and Recommendations. Revised Edition.

Spons Agency—Alabama Univ., University; Junior Coll. Journalism Association.

Pub Date 74

Note—285p.

Available from—Frank Deaver, P. O. Box 4135, University of Alabama, University, Alabama 35486 (free)

Document Not Available from EDRS.

Descriptors—\*College Curriculum, \*Directories, \*Journalism, \*Junior Colleges, School Newspapers, \*Student Publications, Yearbooks

The directory presents data defining the scope of journalism instruction in the nation's two-year colleges. Entries for each institution are given alphabetically within states and include: journalism courses offered; journalism instructors and their background, experience, and responsibilities; student publications produced and pertinent information about them. The data allow for comparison of journalism programs among institutions and provide journalists in senior institutions with information on the background of transfer students. A state-by-state index of all junior colleges showing whether journalism instruction is offered and types of student publications is appended. (MJK)

ED 099 067 JC 750 007

Cosby, Jon P.

Remedial Education—Is It Worth It?

Pub Date Jul 74

Note—48p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Developmental Programs, Educationally Disadvantaged, \*Junior Colleges, \*Program Costs, Remedial Instruction, \*Remedial Programs, \*Unit Costs

Identifiers—\*Florida, Florida Junior College at Jacksonville, Jacksonville

A cost analysis of the developmental education program on the North Campus of Florida Junior College at Jacksonville revealed that in the 1972/1973 fiscal year the special credit courses offered for remedial students cost over 80 percent more than regular credit courses. Among the developmental courses offered (English, reading, mathematics, and social science) reading was found to be the most expensive. Most of the cost, nearly 70 percent, was directly attributable to instruction. All of these developmental courses operated at a deficit; that is, their costs were greater than the funds received via state funding and student tuition. The high cost of these courses emphasizes the need for additional funding if the Florida community colleges are to meet the needs of the significant number of students having remedial deficiencies. Appended is a brief description of the program. (Author/MJK)

ED 099 068 JC 750 008

A Report on Foreign Students in U. S. Community and Junior Colleges, 1973-1974.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Spons Agency—National Association for Foreign Student Affairs, Washington, D.C. Junior Coll. Committee.

Pub Date [74]

Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Enrollment Rate, \*Foreign Students, \*Junior Colleges, \*Junior College Students, Statistical Surveys, \*Student Enrollment, \*Tables (Data)

The Community/Junior College Committee of the National Association for Foreign Student Affairs (NAFSA) sponsored a study on junior and community college enrollments of foreign students in the U. S. The report consists of a series of tables: a national summary report by NAFSA region and regional reports by state. These tables indicate the total number of community colleges and their total enrollments within each region or state; the number of colleges reporting in the survey; their total enrollments, and their foreign student enrollments by number and percentage of total enrollment. Total foreign student enrollment (F-1 Visa, Other Non-Resident, and Immigrant) ranges from .84 percent to 2.75 percent; the average is 2.36 percent. Data was obtained in part from Community and Junior College Directory: 1974 (AACJC, Washington, D.C., 1974). (MJJK)

ED 099 069

JC 750 009

Phillips, William H. Owings, Thomas G.  
The Northwest Alabama State Junior College Economic Impact Study.  
Alabama Univ., University. Inst. of Higher Education Research and Services.

Pub Date 74

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—\*Community Benefits, \*Consumer Economics, \*Economic Climate, \*Junior Colleges, School Community Relationship  
Identifiers—\*Alabama, Northwest Alabama State Junior College

The purpose of this study is to ascertain and describe the impact of Northwest Alabama State Junior College on the economy of Franklin, Lawrence, Marion, and Winston Counties. Real dollar economic impact is reflected by the expenditures of the college and its faculty, staff, and students. These expenditures, totaling \$5,699,746 in 1973, create income for other individuals and organizations and encourage the expansion of the local economy. The study reports the types of expenditures and their dollar values. Data for this study were collected from the appropriate offices of the U. S. Bureau of the Census, applicable college records, and from a survey of students/faculty/staff at the college. Designs by the American Council on Education were utilized in the computations of economic data. (Author)

ED 099 070

JC 750 010

Five JCCC [Johnson County Community College] Institutional Studies: Part of the Self-Study Process, 1973-74.

Johnson County Community Coll., Overland Park, Kans.

Pub Date Sep 74

Note—103p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS

## POSTAGE

Descriptors—Academic Achievement, Adult Education, Community Services, Institutional Research, \*Junior College Libraries, \*Junior Colleges, \*Junior College Students, Outreach Programs, Student Characteristics, Student Opinion, Surveys, Transfer Students  
Identifiers—Johnson County, Kansas

Five studies were conducted to complement and supplement existing accreditation studies for Johnson County Community College (JCCC): (1) "Community Satisfaction with JCCC Programs and Services," (2) "Continuing Education Student Profile," (3) "JCCC Student Success at Four-Year Transfer Institutions," (4) "Followup of Students Attending JCCC During Fall 1970," (5) "Library User Opinion of JCCC Library." Survey instruments are appended to each study. (Author/MJK)

ED 099 071

JC 750 011

Racial and Ethnic Survey, Fall 1973: California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Jul 74

Note—85p.; Fifth annual survey

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

## POSTAGE

Descriptors—College Faculty, Enrollment Trends, Equal Opportunities (Jobs), Ethnic Groups, \*Junior Colleges, \*Junior College Students, \*Minority Groups, Nondiscriminatory Education, \*Racial Composition, School Personnel, Sex Discrimination, \*Statistical Surveys

Identifiers—\*Affirmative Action, California, California Community Colleges

This fifth annual survey presents the racial and ethnic distribution of students and staff in California community colleges. The emphasis is changed from previous years, however, to include statistical data on the sex composition of students and staff, and progress by the Chancellor's Office and the colleges in affirmative action efforts, including in-depth descriptions of the affirmative action activities of several districts. The percentage of minorities in all student categories and nearly all ethnic classifications increased from fall 1972 to fall 1973. Minority students constitute approximately one-fourth of total college enrollment. Similar increases in minority composition of staff have occurred. During the fall of 1973, women constituted 48 percent of all enrollment and 41 percent of all district personnel. The appendices, making up the major portion of the report, include statewide statistics on staff and students, the Chancellor's Office minority policy and statistics, the Affirmative Action Program Outline adopted by the Board of Governors, and other affirmative action related documents. (Author/MJK)

ED 099 072

JC 750 012

Larkin, Paul G.

Five Years of Career Program Growth: 1969-1973 [Prince George's Community College, Maryland]. Report No. 75.

Prince George's Community Coll., Largo, Md. Office of Institutional Research.

Pub Date Jun 74

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Educational Demand, \*Educational Trends, \*Enrollment Trends, Institutional Research, \*Junior Colleges, \*Vocational Education

Identifiers—Maryland, Prince Georges Community College

During the past five years the college's career programs have been growing steadily. Each year this growth has been noted mainly by comparison with the previous year. The present report shows how career programs have been growing in the longer term. A five-year time frame has been selected for comparison. The number of students enrolling in career programs increased from 747 in fall 1969 to 2,557 in fall 1973. This represented a 242 percent gain, in contrast with a 79 percent growth rate for the entire student body. Moreover, transfer program enrollments grew by only 12 percent during this period. Career programs thus had 20 times the growth rate of transfer programs. Appended tables show comparative enrollment numbers for career, transfer, and special curriculum areas, FTE enrollments and student credit hours, by curriculum type. (Author/MJK)

ED 099 073

JC 750 013

Larkin, Paul G.

Five-Year Trends in Career Program Graduations, 1970-1974. [Prince George's Community College, Maryland]. Report No. 76.

Prince George's Community Coll., Largo, Md. Office of Institutional Research.

Pub Date Jun 74

Note—8p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Associate Degrees, \*Enrollment Trends, \*Females, \*General Education, \*Junior Colleges, \*Vocational Education

Identifiers—Maryland, Prince Georges Community College

During the past five years, alternatives for getting the A.A. degree at Prince George's Community College have expanded greatly. Options have increased particularly in the area of career programs. The present report shows how students are taking advantage of these program alternatives. Growth programs are identified, and program completion patterns according to sex are reviewed and analyzed. The detail of growth for individual major fields reveals that a few programs in particular were sources of growth. Nursing graduated 21 students in 1970 and 132

students in 1974. In the transfer area, the large growth field was general studies, graduating 60 students in 1970 and 179 students in 1974. General studies thus accounted for most of the growth in transfer graduations, although art and music were also showing strong growth as small programs. Female enrollments have been greatly influencing the college's life and development. Females now represent approximately half of the college's students. Appended are tables documenting the trends. (Author/MJK)

ED 099 074

JC 750 014

Wesolowski, Zdzislaw P.

A Humanistic Approach to Evaluation of Community College Non-Instructional Personnel.

Pub Date Jan 74

Note—35p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

Descriptors—Clerical Workers, Employer Employee Relationship, Interviews, Job Skills, \*Junior Colleges, \*Performance Criteria, \*Personnel Evaluation, Practicums, \*School Personnel, Staff Improvement  
Identifiers—\*Florida

To fulfill the need to develop a system of performance evaluation of noninstructional personnel which would serve as a guide for personnel development as well as a measure of performance, an evaluation systems model was constructed. This project necessitated a study of the existing noninstructional personnel evaluation systems at all four- and two-year colleges in Florida which revealed that no two institutions followed a similar policy of evaluation. The proposed model is a composite of the reported procedures and depends on 10 rating factors: quantity and quality of work, knowledge of the job, initiative, aptitude and ability to learn, attention to duty, dependability, judgement, cooperation, and personality and attitude. It is intended to establish norms for performance which could be utilized in all Florida community colleges. The document includes a sample evaluation form and a guide for supervisors for the evaluation of performance. (MJK)

ED 099 075

JC 750 015

Budget and Accounting Manual: California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Jan 74

Note—277p.

EDRS Price MF-\$0.75 HC-\$13.80 PLUS

## POSTAGE

Descriptors—Budgeting, \*Educational Finance, \*Junior Colleges, \*Management Information Systems, Manuals, Operating Expenses, \*School Accounting, Statewide Planning  
Identifiers—\*California, California Community Colleges

The new budget and accounting system for the California community colleges uses an activity-centered approach to expenditure reporting which describes real resource requirements (faculty, supporting staff, supplies, etc.), their costs (objects of expenditures), and relative use in each of the major activities which describe community college operations. The system describes direct costs in activities, but does not attempt to define indirect costs. It is designed to provide adequately for state level decision-making needs. It also provides the basis for decisions about programs and objectives. The activity structure provides the district with a base for comparative fiscal analyses, use of new fiscal management tools, and future development of program budgeting and other decision-making techniques. The activity structure also provides for state level reporting and federal fiscal reporting, if this should occur in the future. (Author)

ED 099 076

JC 750 016

Bohr, Dorothy H. And Others

The Effects of Prescribed Testing and Personalized Counseling on Enrollment, Attrition, and Success of New Students Enrolled in Reading Courses at Sacramento City College.

Pub Date Jul 73

Note—26p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

## POSTAGE

**Descriptors**—College Entrance Examinations, \*Counseling Effectiveness, \*Junior Colleges, Practicums, \*Reading Skills, Remedial Reading Programs, \*Student Participation  
**Identifiers**—California

This study is aimed at determining whether personalized pre-enrollment counseling based on the results of a standardized English skills test has a positive effect on new student enrollment, attrition (withdrawal), and success in reading skills courses. By comparing pertinent data for spring 1972 students who were not counseled with data for counseled students in spring 1973, it was found that counseled students had a lower attrition rate than other students in the reading skills classes. Counseling did not tend to increase the rate of enrollment in reading skills courses, nor did counseled reading skills students experience a higher rate of success. (MJK)

**ED 099 077** JC 750 017

Garber, Zev

**Alternative Teaching Methods in Teaching Introduction to Judaism.**

Pub Date Oct 74

Note—58p; Paper presented at the Annual Meeting of the American Academy of Religion (Washington, D.C., October 24-27, 1974). Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

**Descriptors**—Audiovisual Aids, \*Bibliographies, Course Content, \*Course Descriptions, Cultural Education, Curriculum Guides, Ethnic Studies, Instructional Media, \*Judaism, \*Junior Colleges, Religious Education, \*Teaching Methods

**Identifiers**—\*Jewish Studies

The aim of introductory classes in Jewish Studies should be a systematic study of the Jewish people and their traditions as important elements in world culture. The introductory student of Jewish Studies should be exposed to an appreciation of the history, culture, and traditions of the Jews as an influential force in the history of man, and to the dynamics of Judaism as an ethnic and universal religion. This paper provides direction for standards and methodology in an introductory class on Judaism/Judaica. The paper discusses: (1) general objectives in a regular course offering in the Jewish religious heritage; (2) lectures, assignments, a 133 item bibliography on American Jewry, and possible outside reading for a thematic class entitled *The Jew in America*; (3) possible written assignments which might include a book or article review, a personal journal, or "synthesizing project"; (4) examples of role-playing, problem-solving, and games; (5) uses of multimedia resources; and (6) instructional uses of the photographic essay. The appendix is a listing of the producers and distributors of Jewish audiovisual material. (Author/MJK)

**ED 099 078** JC 750 018

Shelton, David S.

**Legislation Directed Toward the Health Delivery System: Can It Have a Secondary Impact on Health Manpower Teaching Institutions?**

Pub Date Dec 74

Note—23p; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Community Health Services, Health Occupations Education, Hospital Personnel, Hospitals, Inservice Education, Inservice Programs, \*Interagency Cooperation, Junior Colleges, Practicums, Program Planning, \*Public Health Legislation

This practicum was performed to establish a model whereby a health planning organization, a hospital association, and a university can work together to meet the needs of each organization and the community. This model establishes a vehicle for learning experiences for physicians, trustees, and administrators in selected hospitals to assist them in the development of three-year operational plans required by Federal legislation. Significant health, social service, and higher education legislation passed since 1920 was reviewed to determine its primary and/or secondary impact on health manpower teaching programs in institutions of higher learning. This report recommends that the health planning organization, the hospital association, and the university collectively plan to meet identified community needs as they relate to

comprehensive three-year operational organizational plans. Appendixes include the significant health and social service legislation passed by Congress since 1918 and significant higher education legislation enacted since 1920. (Author/MJK)

**ED 099 079** JC 750 019

Turner, Lewis O.

**Directions for a Community College.**

Center for State and Regional Leadership, Florida; Florida Univ., Gainesville. Inst. of Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Aug 72

Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*College Role, \*Educational Objectives, Evaluation Criteria, Input Output Analysis, \*Junior Colleges, Relevance (Education), Systems Approach

Because desired output goals should be the ruling criteria for the deployment of resources (inputs) and the selection of goal attainment strategies (processes), specific goal expectations and goal achievement evaluative methods must be determined. These output goals may be classified in two categories, quantitative (numbers of graduates, grade point averages, etc.) and qualitative (knowledge, skills, personal growth). In education, the input-process-output model has limitations and must be used with care to avoid mechanistic approaches. A sensitive feedback system utilizing followup studies is needed to continually refine goals. Colleges' first priority should be growth in people: developing human potential, decision-making skills, and recognizing the values of individualism. A second priority is the acquisition of knowledge. This implies the need to analyze curriculum and its applicability to real decision-making situations so that knowledge is relevant. The third priority is the development of skills, requiring first the development of efficacious teaching methods. (MJK)

**ED 099 080** JC 750 020

Wesolowski, Zdzislaw P.

**Factors Influencing the Growth and Development of Polk Community College—Population.**

Pub Date Aug 74

Note—55p; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*College Planning, Community Attitudes, \*Community Characteristics, Community Surveys, \*Facility Expansion, \*Junior Colleges, Population Distribution, \*Population Trends, Practicums

**Identifiers**—\*Florida, Polk County, Polk County Community College

Motivated by the increasing population growth of Polk County, Florida, this study presents the first comprehensive population analysis which could be a basis for future study on the feasibility of another college center in the city of Lakeland. Data was obtained from county and state offices, U.S. Bureau of the Census, county school board, and student enrollment statistics from Polk County Community College. The population analysis considers such characteristics as age, race, foreign origin, labor force status, educational level, income level, and college enrollment figures. Specific projections are made for Lakeland. The community was surveyed to determine opinions on Florida's growth. The projected doubling of population by 1980 and the increasing educational demand of the community indicate a definite need for a second campus in Lakeland. In addition, a long range plan should be developed to start a gradual increase in off-campus courses in other Polk County cities. (MJK)

**ED 099 081** JC 750 021

Larkin, Paul G.

**Student Flow at the Community College.**

Prince George's Community Coll., Largo, Md. Office of Institutional Research.

Pub Date Oct 74

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Associate Degrees, \*Attendance Patterns, College Attendance, Enrollment Rate, \*Enrollment Trends, \*Junior Colleges, \*Junior College Students, School Holding Power, \*Student Enrollment, Transfer Students  
**Identifiers**—Maryland, Prince Georges Community College

The way students move through a community college once they have enrolled has crucial implications for policy-making and administration, but has been given inadequate attention by researchers. A model of student flow is described in terms of progress toward graduation, based on records of sources of students, freshmen and sophomore flows, and graduation patterns over five years. Over this period the percent increase in the number of graduations was greater than the percent increase in the number of sophomores, while the percent increase in the number of sophomores was greater than the percent increase in the number of freshmen. Students continuing college work increased in the "pipeline" at three times the rate of first-time collegians. An application of the model to the class of 1970 revealed that three times as many students went "straight through" as those who were "in and out," 60 percent of the "stop-outs" interrupted their studies for only one semester, and only one student out of four tried college briefly and dropped out. The evidence also suggests that as many students transferred before graduation as graduated. (Author/BB)

**ED 099 082** JC 750 022

Smith, O. Dale And Others

**Analysis of Factors Which Will Affect the Continued Development of Johnson County [Kansas] Community College for the Period 1974-1993: A Report and Recommendation of the JCCC Board-Staff Planning Committee.**

Johnson County Community Coll., Overland Park, Kans.

Pub Date Apr 74

Note—46p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*College Planning, \*Educational Finance, \*Enrollment Projections, \*Junior Colleges, \*Population Trends, Prediction, Space Utilization

**Identifiers**—\*Johnson County Community College, Kansas

Hoping to assure that the college remains responsive to the community, this study focuses on some of the factors which will affect Johnson County Community College's evolution over the next 20 years. Toward that end, the demographic features of Johnson County have been analyzed and projected as well as factors pertinent to and descriptive of college operation such as enrollment and revenue. The results of the projection studies are introduced by a chapter giving a brief history of the college's planning and construction. Projections are made concerning population, enrollment, room utilization, bonding debt capacity, special building funds, and expenditure and revenue. Tables and graphs are used to document estimates. The tabular appendixes show the projections through 1993. (Author/MJK)

**ED 099 083** JC 750 023

Dudgeon, Paul J.

**Innovative Approaches to Adult Basic Education in the Continuing Education Division of Canadore College, North Bay.**

Canadore Coll., North Bay (Ontario).

Pub Date Nov 73

Note—19p; Reprint from B.T.S.D. Review; v1n2 p17-33 Nov 1973

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Adult Basic Education, Behavioral Objectives, \*Computer Oriented Programs, Educational Technology, \*Individualized Curriculum, \*Individualized Instruction, Instructional Innovation, \*Junior Colleges, Performance Based Education, Programmed Instruction, Systems Analysis, \*Systems Approach

**Identifiers**—Cognitive Style, \*Computer Managed Instruction

The Continuing Education Division of Canadore College has implemented an individualized learning systems approach to instruction in their Adult Basic Education program. Since most adult students are dropouts or failures from traditional learning situations, a system was developed which utilizes educational technology to obtain

better learning outcomes. Performance objectives define exactly what the student must perform, describe the conditions for performance, and provide the standard of acceptable performance. Objectives are either purchased or designed by the faculty, and are often used in combination. The important key to individualization is the use of cognitive style mapping which gives a picture of how each student perceives, seeks meaning, and obtains information from his environment and personal experience. Through cognitive style mapping, students are routed to educational programs that are built on their cognitive style strengths. To evaluate student progress, continuous spot checking through a computer based, criterion-referenced longitudinal testing program is used. This Comprehensive Achievement Monitoring model, primarily a management tool for the instructor, will provide pretest, posttest, trend and learning retention data as well as an automatic system for validating objectives. (MJK)

**ED 099 084** JC 750 025

Potter, George E.  
**Board vs Faculty: Collective Bargaining—An Adversary Proceeding.**  
Pub Date Nov 74

Note—19p.; Speech delivered at the Annual Meeting of the Association of Community College Trustees (Portland, Oregon, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
Descriptors—\*Collective Bargaining, \*Collective Negotiation, \*College Faculty, \*Governing Boards, \*Junior Colleges, Negotiation Impasses, Trustees, Unions

Presenting his point of view on collective bargaining negotiations, the Chairman of the Board of Trustees of Jackson City College warns community college trustees to be prepared for faculty unionization. Governing boards should fight the enactment of mandatory bargaining laws, but should such laws be enacted, they should lobby for bills which include provisions for making strikes illegal, listing management rights, forbidding administrators to unionize, and denying compulsory arbitration. A tough negotiating team should be set up to allow the optimum freedom and power to the board. In-house personnel such as noninstructional administrators are preferable as negotiators to outside representatives, but no trustee or president should be a member of the team. During negotiations, economics should be discussed after all other demands are settled; as few provisions as possible should be allowed. Union recognition and management rights clauses, a "zipper" clause (disallowing previous benefits not specifically renegotiated), and a grievance procedure should always be included. Impasse situations should be expected and fought with public relations tactics. A model Master Agreement is appended. (MJK)

**ED 099 085** JC 750 026

Scott, David C.  
**Food Service Follow-up Study.**  
Bakersfield Coll., Calif.  
Pub Date Sep 74

Note—32p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**  
Descriptors—Adult Vocational Education, Course Evaluation, \*Followup Studies, \*Food Service Occupations, Foods Instruction, \*Junior Colleges, Junior College Students, \*Participant Satisfaction, Program Evaluation, \*Student Characteristics, Student Opinion, Vocational Education

Bakersfield City College reports on a followup study done to evaluate their Food Service Management Program. The program offers courses in three areas: certification and skill updating for those already employed in school cafeteria work, an A.A. degree program, and avocational courses for extended day students. Identical questionnaires were sent to the 65 cafeteria workers and 21 degree candidates. Of the 45 responding workers, most had entered school cafeteria work because of previous experience, inner motivation, or the good working hours. A majority had supervisory responsibility, had held their current position five years or more, and were paid below \$5,000 annually. Whereas most of these school workers were middle-aged females, 10 of the 14 responding A.A. degree candidates were young (21-25) males. Most were

employed in institutions other than schools and were less experienced and better paid than school workers. Both the workers and the degree candidates found their courses useful in providing skills for advancement. They suggested a broader variety of courses, especially for the school lunch programs. The avocational students, in a separate survey, indicated an interest in more variety beyond the Modern Buffet, Foreign Foods, and Wines courses now available. They suggested that more avocational courses be taught in the evening. (MJK)

**ED 099 086** JC 750 027

A Study of the "Withdrawal Syndrome" at RSCC [Roane State Community College, Tennessee].  
Roane State Community Coll., Harriman, Tenn.  
Pub Date Jan 75

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
Descriptors—Academic Failure, \*Class Attendance, Dropout Attitudes, Followup Studies, \*Junior Colleges, \*Junior College Students, \*Student Opinion, \*Withdrawal  
Identifiers—\*Course Withdrawal, Tennessee

Since the number of students taking advantage of Roane State Community College's policy of allowing withdrawal from courses ("W" grade) up to the last day of class has increased from 14 percent of all grades given in fall 1972 to 23 percent of all grades given in fall 1974, an effort was made to determine some of the factors involved in the "withdrawal syndrome." All students who dropped one or more classes during spring quarter 1974 were requested to complete a special form which listed 15 possible reasons for withdrawal. The one reason chosen most often (28 percent) seemed to be scheduling conflicts with work, other classes, or other duties. The second ranking category included a series of academic reasons; 19 percent said they were making less than a passing grade. The third major reason was the cancellation or splitting of classes. The distribution of withdrawals over the quarter was skewed at the extremes, with 78 percent of all drops occurring during either the first or last weeks. The data indicated that the grade "W" is probably not misused by the students nor reserved only to the failing student. (Author/MJK)

**ED 099 087** JC 750 028

Martin, Fred H.  
**Student Followup 1: Attrition Study.**  
Roane State Community Coll., Harriman, Tenn.  
Pub Date 74

Note—35p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**  
Descriptors—Dropout Rate, Followup Studies, \*Junior Colleges, Junior College Students, Measurement Instruments, \*School Holding Power, \*Student Characteristics, Student Opinion, \*Withdrawal  
Identifiers—Roane State Community College, Tennessee

At Roane State Community College, a student attrition study was designed to monitor the dropout and/or "stopout" rates. Data was taken from school records and a questionnaire was sent to the 238 students who were enrolled during fall quarter 1973, but did not return for winter quarter 1974. The responses from 198 students indicated that the college had an overall attrition rate of 25 percent. Part-time students were more likely to drop out than full-time students; many nonreturnees re-enrolled within two quarters; 25 percent were enrolled in another school, and 72 percent of the others planned to return to some school in the future. When the graduates, those in other schools, and those who plan to re-enroll are deleted, a real dropout rate of only about 5 percent remains. The main reasons cited for leaving were: (1) conflict between class and work schedules, (2) desire for full-time employment, (3) family obligations, and (4) lack of personal motivation. The survey instrument is appended. (MJK)

**ED 099 088** JC 750 029

Becker, George L.  
**Scholastic Achievement of Former L.B.C.C. (Long Beach Community College) Students Entering the University of California During the Academic Year 1972-73.**  
Long Beach City Coll., Calif.  
Pub Date Jun 74

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
Descriptors—\*Academic Achievement, Comparative Analysis, Followup Studies, \*Grade Point Average, Grades (Scholastic), Higher Education, \*Institutional Research, Junior Colleges, \*Junior College Students, Tables (Data), \*Transfer Students

Identifiers—California, Long Beach City College

This report examines the scholastic achievement of 132 students who transferred from Long Beach City College (LBCC) to the University of California (UC) for the 1972-73 school year. Findings show that LBCC transfers to all branches of the university compare favorably with all community college transfers at UC. Statistics also reveal steady improvement in scholastic achievement by LBCC transfers over the past several years with regard to: GPA earned at LBCC prior to enrollment at UC (3.17 vs. 2.46), GPA earned at the university (2.93 vs. 2.46), and an increased percentage of students achieving a "B" average or above (44 percent vs. 26 percent). Generally, statistics related to scholastic performance of LBCC transfers generate a story of successful achievement. Students who initially qualify for UC on graduation from high school but defer enrollment and attend LBCC first are receiving good preparation for university work. Tables and graphs representing the statistical findings are included in the report. (AH)

**ED 099 089** JC 750 030

Wyman, Bruce T.

**A Descriptive Study of the Semantic Connotations Toward the Institutional Governance System at Delaware County Community College of the Several Constituent Groups.**

Pub Date Dec 74

Note—45p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

**POSTAGE**  
Descriptors—\*Administrative Organization, Administrator Attitudes, College Faculty, \*Governance, \*Governmental Structure, \*Junior Colleges, Junior College Students, Practicums, \*Semantic Differential, Student Attitudes, Teacher Attitudes

This study was conducted to determine whether the attitudes of the various constituent representatives (administration, faculty, students, and noncontract personnel) differed significantly toward the Institutional Governance system as operative at Delaware County Community College (Pennsylvania). Following Osgood's Semantic Differential technique for surveying in the affective domain, it was found that there was no significant differences among the constituent bodies in any of the oriented activities, evaluation or potency modes. Indeed, there was a high degree of correlation among all the constituent groups' attitudes toward this participative governance system. Although the theoretical structure of the Institutional Governance system would appear to be an almost ideal model for collective input and decision making because of broad representation and two-way communication channels, it is still felt by all constituent groups to be aggravating, complex, and slow. It is therefore recommended that the governance system at Delaware County Community College be streamlined in both size and efficiency, that feedback on recommendations be more continuous, and that viable committee decisions be implemented more expeditiously. (Author/MJK)

**ED 099 090** JC 750 031

Hashek, Lawrence D.  
**Education Professors as Intermediaries.**

Pub Date Nov 74

Note—13p.; Paper presented at the Conference on Graduate Education and the Community Colleges, sponsored by the National Board on Graduate Education (Warrenton, Virginia, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

**POSTAGE**  
Descriptors—College Teachers, Graduate Professors, Graduate Study, Higher Education, Inservice Programs, \*Inservice Teacher Education, \*Junior Colleges, Political Influences, \*Preservice Education, \*Program Development, Schools of Education

The central issue discussed in this paper is the pressing need for specialized inservice and preservice graduate training for community college instructors. It is proposed that the large majority of successful inservice and preservice staff development programs now in existence in comprehensive universities are not due to the foresight or leadership of a Graduate School of Education or Graduate Division, but in actuality are the result of the efforts of individual professors of higher education who are community college specialists. The intermediary, or broker, roles for graduate professors dedicated to serving these inservice and preservice program needs are discussed. Political guidelines for generating interest and support among graduate departments and divisions for the initiation of such programs within the political and bureaucratic framework of the university are presented. (AH)

**ED 099 091** JC 750 032  
Pierog, John J.

**The Effects of Socioeconomic Background on Students' Perception of Their College Environment.**

Pub Date Dec 74  
Note—16p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*College Environment, \*Junior Colleges, \*Junior College Students, Practicums, School Environment, Socioeconomic Background, Socioeconomic Influences, \*Socioeconomic Status, Student Attitudes, Student College Relationship

**Identifiers**—\*College and University Environment Scales

A sample group of 40 financial aid applicants, equally divided between students of high socioeconomic background and low socioeconomic background, were surveyed to determine whether there was a significant difference between groups with respect to their perception of the college environment. High socioeconomic status students were defined as those who reported a family income of \$20,000 and over. Low socioeconomic status students were those who reported a family income from \$0-\$7,499. The Community Scale of the College and University Environment Scales was the instrument for measurement. The conclusion was that there is no significant difference between high and low socioeconomic status students in their sense of community with respect to their college environment. The sample population was also broken into subgroups to compare perception of male/female, high socioeconomic male/low socioeconomic male, and high socioeconomic female/low socioeconomic female. No significant difference with relation to "sense of community" was found between subgroups. (AH)

**ED 099 092** JC 750 033  
Nelson, Hershel H.

**Academic Planning in the Physical Education Department of Polk Community College.**

Pub Date Jan 74  
Note—26p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Athletic Coaches, College Faculty, \*Junior Colleges, \*Physical Education, Practicums, Salary Differentials, \*Teacher Salaries, \*Teaching Load, Working Hours

This study illustrates an attempt to quantitatively express justification for altering the workloads and compensation for members of the physical education department of Polk Community College (Florida). While equitable workloads can be determined in most other fields because credit hours coincide with an instructor's time in class, the physical education staff often spends more than twice the number of hours in class than credit hours reflect, apart from athletic coaching hours. A review of other Florida community college workload systems was undertaken, and Miami-Dade Junior College's system was found most equitable. This system assigns points for teaching, preparation, and administrative time. Still, the heavy load of "activity" courses with low credit allowances penalizes physical education staff. One solution was to determine "productivity" by calculating the actual student

semester hours produced by the department. This calculation revealed that departmental workload had increased 20 percent over the previous year, while the instructional staff had been cut from six to five. On this basis, recommendations were made to the Board of Trustees to hire part-time help, to pay coaches supplemental salary for coaching athletic teams, and to reduce workloads to bring them in line with those of other instructional staff. (MJK)

**ED 099 093** JC 750 034

Nelson, Hershel H.  
**Why Does Polk County Have a Community College?**

Note—33p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*College Role, Community Attitudes, Community Services, \*Community Surveys, \*Junior Colleges, Practicums, Publicize, Public Relations, \*School Community Relationship, Transfer Programs

This study was conducted to assess the community's awareness of Polk Community College (PCC) and its function, using a random sampling of people from Winter Haven, Florida and the surrounding area served by the college. Approximately one-third of those interviewed were students; the remaining were rather even distribution of housewives, skilled and semiskilled laborers, teachers, and other professionals. Each person was asked to give personal data and his opinion of why Polk Community College exists. Of the 198 people surveyed, 149 had either direct or indirect contact with the college. While most people did not understand the full function of PCC, its community services function was mentioned most often. The further people were removed from direct contact with the college or the field of education, the less likely they were to understand the function. The better educated interviewees tended to identify transfer programs as the major function. The study suggests that more should be spent on public relations and public information to make the community aware of the services and opportunities the college offers. The college must be made more visible in the press and through speaking engagements for community groups. The survey instrument and tabulated results are appended. (MJK)

**ED 099 094** JC 750 035

**Faculty Assignment Classification System.**

Whatcom Community Coll., Ferndale, Wash.

Pub Date Jun 74

Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*College Faculty, College Teachers, \*Junior Colleges, Measurement Techniques, \*Noninstructional Responsibility, Personnel Policy, Task Analysis, \*Teaching Assignment, \*Teaching Load, Working Hours

This document outlines the point-based faculty assignment classification system in effect at Whatcom Community College (Washington). The purpose of the point system is to provide an equitable and flexible means of compensating faculty members based on a system of assigning quantitative values to tasks. Teaching, which includes classroom instruction, preparation, student evaluation, professional growth, and informal contact with students, is used as the base activity for the point system. A value of one point is assigned to 10 contact hours before a group of students. The assumption is that two hours away from the group of students is required for each contact hour. Counseling and library work are equated to teaching, and a list of activities called "other contracted assignments" are also equated to teaching by assigning point values to them. Values for research, curriculum development, committee work, travel, conference attendance, peer evaluation, and other faculty duties are enumerated. (Author/MJK)

**ED 099 095** JC 750 036

Dudgeon, Paul J.  
**An Instructional Systems Technology Model for Institutional Change.**

Canadore Coll., North Bay (Ontario).

Pub Date Dec 74

Note—29p.; Figures 2A and 2B appended to the original documents are copyrighted and there-

fore not available. They are not included in the pagination

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Change Agents, \*Change Strategies, College Instruction, \*Computer Oriented Programs, Educational Technology, Flow Charts, \*Individualized Instruction, Instructional Innovation, \*Instructional Technology, Junior Colleges, Models, Systems Analysis, \*Systems Approach

**Identifiers**—Computer Managed Instruction, \*Language Optimizing Graphically Ordered Systems, LOGOS

A program based on instructional systems technology was developed at Canadore College as a means of devising the optimal learning experience for each individual student. The systems approach is used to solve educational problems through a process of analysis, synthesis, modeling, and simulation, based on the LOGOS (Language for Optimizing Graphically Ordered Systems) language and process of "anaysynthesis" developed by Dr. Leonard Silvern. An added long range goal is quantification, whereby models can be used to answer questions regarding cost benefit, cost utility, and cost effectiveness. Computer Managed Instruction permits the educational technologist to utilize the computer in managing the complex information required in an individualized and personalized instructional program. Inputs to the system include such variables as pretests, posttests, criterion-referenced measurement, preferred modes of instruction, performance objectives, cognitive styles of program participants, tracking and evaluation of student progress, and measurement of retention. The process of change to such a program is discussed with relation to cost, strategy for change, use of computer systems, and the change agent. Flow charts depicting the program model are appended. (AH)

**ED 099 096** JC 750 037

**Permanent Faculty Status: Policy Adopted by the Board of Trustees, Whatcom Community College, Washington, December 24, 1974.**

Whatcom Community Coll., Ferndale, Wash.

Pub Date Dec 74

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Administrative Policy, College Faculty, \*College Teachers, Due Process, \*Junior Colleges, Personnel Policy, \*Probationary Period, Student Participation, \*Teacher Dismissal, Teacher Evaluation, Teacher Participation, \*Tenure

This document presents definitions, rules, and procedures regarding the granting of permanent status to, or the dismissal of, faculty employees of Whatcom Community College. The procedures are designed to provide safeguards for all parties and to insure faculty participation in these decisions. Rules for the selection, composition (faculty, student, and administrative representation), and procedures of Standing Review Committees, which advise and evaluate probationary appointees, Individual Review Committees, which recommend award or denial of permanent status, and Dismissal Review Committees are stated. Other rules establish the decision-making relationship of these committees to the Board of Trustees and the President. Criteria for the determination of "sufficient cause" in the dismissal of a permanent faculty appointee are given, as well as the rules for dismissal proceedings—including committee recommendation, hearing, decision, and appeal. (BB)

## PS

**ED 099 097** 32 PS 007 414

**The Expansion of Kindergarten Instruction and Prekindergarten Programs in Disadvantaged Areas of New York City.**

Center for Urban Education, New York, N.Y.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; New York City Board of Education, Bronx, N.Y.

Pub Date 31 Aug 66

Note—150p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

**Descriptors**—Administrator Role, Classroom Environment, \*Disadvantaged Youth, Equipment Evaluation, Health Needs, Inservice Teacher Education, Intellectual Development, \*Kindergarten Children, Parent School Relationship, \*Preschool Children, \*Program Evaluation, Psychological Needs, Questionnaires, Student Characteristics, Teacher Characteristics, \*Urban Schools

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I

This investigation was designed to provide the data to be used in a preliminary evaluative description of New York City's expanded prekindergarten and kindergarten programs funded under Title I. Data were collected from 20 randomly selected kindergarten classes in ten schools and ten prekindergarten classes in six schools through the use of classroom observation and questionnaires given to school personnel, teachers, principals, and supervisors. No control groups were used. Study objectives were to determine the extent to which the expanded prekindergarten and kindergarten programs (a) provided opportunities for skill development and the environment to succeed necessary to assure later progress in school; (b) provided a program for identifying physical and emotional health needs of the disadvantaged child; and (c) developed interest and participation of parents and community leaders. It was found that, in the context of the demands of compensatory education, both programs provided opportunities for intellectual and experiential stimulation, but there was little assurance that such opportunities were being used to the best advantage. Recommendations for improvement of the curricula and quality of instruction through carefully structured inservice training and suggestions for further research are made. Numerous tables illustrate the data collected. Appendices include information on and materials used in the data collection. (ED)

**ED 099 098 PS 007 433**

Casell, Russell N.

**Critical Contributions of Piaget to Humanistic Psychology.**

Pub Date [74]

Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Child Development, \*Comparative Analysis, \*Developmental Psychology, \*Educational Psychology, Human Development, \*Human Dignity, \*Humanism, Learning Processes, Locus of Control, Philosophy

**Identifiers**—Humanistic Psychology, \*Piaget (Jean)

Humanistic psychologists now embrace many of the same principles which served as the basis for Piaget's theory. These same theories were described earlier by John Locke and Immanuel Kant, and were the basis of the new "Humanism" movement in Germany in the 18th century. If one considers humanistic psychology as a kind of culmination of the "centralist and holistic" schools of psychology up to the present time, it becomes clearly evident that Piaget fits squarely into this intellectual tradition. Both Piaget and humanistic psychology hold a number of underlying principles in common: (1) the feelings of people and the affect qualities are raised to the highest level; (2) the focus of human activity is on purpose; (3) learning must lead to personal growth; and, (4) the spontaneity and play spirit of the child is emphasized. (CS)

**ED 099 099 PS 007 436**

Prescott, Elizabeth

**Is Day Care as Good as a Good Home?**

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Apr 74

Note—7p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (51st, San Francisco, California, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Child Care Workers, Communication Skills, \*Day Care Services, \*Environmental Influences, Environmental Research, Family Day Care, \*Family Environment, Home Programs, Individual Needs, Parent Child Relationship, Physical Environment, \*Preschool Evaluation, Residential Care, Student Teacher Ratio

**Identifiers**—Child Initiated Activities, Group Day Care, Teacher Initiated Activities

This paper on day care services presents: (1) an examination of aspects of home care for children which characterize it as a behavior setting independent of the mother-child bond; (2) a comparison of these home aspects with several common types of day care; and (3) an evaluation of current day care types based on similarities to a good home. Research methodology is not included, but subjects chosen for observation included 14 children in 14 family day care homes, 84 children attending 14 group care centers, and 14 children who attended nursery school part-time and were cared for individually in 14 private homes and also attended nursery school part-time. Differences among types of day care are discussed. Other topics include: (1) child-initiated and teacher-initiated activities, (2) adult-child ratio during activities, (3) number and kinds of people in the setting, (4) kinds of adult input and (5) the physical setting. A final section discusses the logic of behavior settings and the home as a workable model for day care. (SDH)

**ED 099 100 PS 007 454**

Anastasiow, Nicholas J. Hanes, Michael

**Language Reconstructions as an Indicator of Cognitive Functioning of K-Third Graders.**

Pub Date Apr 74

Note—7p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Caucasians, \*Cognitive Development, Cultural Differences, \*Disadvantaged Youth, Educable Mentally Handicapped, \*Language Development, Language Patterns, \*Language Research, Language Tests, Negroes, Primary Grades, Puerto Ricans, \*Reading Achievement, Rural Urban Differences, Socioeconomic Influences

**Identifiers**—Sentence Repetition Task

This paper summarizes the findings of three studies used to develop a language assessment instrument and to explore the relationships between language, cognitive development, and reading achievement in poor children. A sentence repetition task provided scores for function word omission, function word correct and reconstruction word correct. These scores were found to be correlated with reading ability and problems. The sentence repetition task also identifies four distinctly different groups: children who are delayed in language development and who use either standard or non-standard vernacular, and children who are at a normal level of language development who use either standard or non-standard vernacular. The procedure and task can be used by the classroom teacher in assessing language development in kindergarten through third grade. Findings are discussed in terms of the cognitive deficit-culturally different controversy. (ED)

**ED 099 101 PS 007 464**

Whitehurst, Keturah E.

**Pressures on Young Children.**

Pub Date 24 Mar 72

Note—11p.; Paper presented at the SACUS Conference (Richmond, Virginia, March 24, 1972); Filmed from best available copy

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Conflict, \*Early Childhood, Educational Research, \*Emotional Development, Grandparents, Interpersonal Relationship, \*Parents, Parent School Relationship, Peer Relationship, Preschool Education, \*Reactive Behavior, Social Influences, Social Problems, \*Teachers, Television Viewing

Parents and teachers are the chief mediators of effective influences in child development and what happens to them happens to the child, directly or indirectly. Pressures on parents and teachers become pressures on the child. Attempting to remediate a child's deficiencies without focusing upon the societal forces that contributed to their development is to deal with such problems out of context. Some pressures upon parents and teachers that have potential for pressure on the child include parent-grandparents conflicts, parent-parent conflicts, parent-teacher conflicts, parent's relationship with child's peers, technological advancements such as TV, increased lay interest in educational and psychological research findings and educational philosophies, and greater interest in early formal education. These factors may lead to undue pressure

on the child and contribute to emotional disturbances, motor disturbances, cognitive interferences, physiological disturbances and behavioral disorders. (ED)

**ED 099 102 PS 007 466**

Whitehurst, Keturah E.

**Relating Psychology and Practice: Relating Some Psychological Principles to a Lesson Given at the A. P. Hill School.**

Pub Date 15 Jan 66

Note—6p.; Paper presented at the Annual Institute for Supervising Teachers, Principals, College Personnel, and Student Teachers, Virginia State College (16th, Petersburg, Virginia, January 15, 1966); Filmed from best available copy

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Classroom Environment, College Curriculum, \*Educational Practice, Educational Theories, Elementary Grades, \*Learning Processes, Learning Theories, Mental Health, Models, \*Motivation Techniques, \*Psychoeducational Processes, Student Teacher Relationship, Student Teaching, \*Teacher Education, Teacher Responsibility

This speech focuses on the thesis that most good teachers cannot explain the psychological principles underlying their sound teaching practices. They appear to be unaware of the large body of theoretical and experimental evidence supporting one educational procedure over another. Through reference to a film showing a teacher teaching social studies teaching methods are reviewed in their theoretical framework; including such methods as setting the stage for learning, creating a democratic classroom environment, establishing continuity (Gestalt psychology), removing the immediate blocks to learning, using supplementary materials, and designing assignments with the children. Using these methods and others a teacher sets the stage for the child to do his own learning. (ED)

**ED 099 103 PS 007 467**

Whitehurst, Keturah E.

**Understanding Some of the Developmental Needs of Young Children.**

Pub Date 27 Jun 62

Note—12p.; Paper presented at the Conference of Home Economics Teachers, Virginia State College (Petersburg, Va., June 27, 1962); Filmed from best available copy

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Child Care, \*Child Development, Childhood Needs, Emotional Development, Health Needs, \*High School Students, Observational Learning, \*Parenthood Education, Physical Development, Psychological Needs, Social Development, \*Teaching Guides

This speech outlines what the adolescent should know about the physical, social and emotional needs and development of young children from birth to six years. Topics suggested for presentation to high school students include understanding and coping with physiological processes, providing a safe and stimulating environment, and understanding and directing the development of the young child both as an individual, and as a member of a larger social group. The importance of teaching this subject area to high school students is defined by their need to understand these processes. (ED)

**ED 099 104 PS 007 486**

Paris, Scott G. Upton, Laurence R.

**Children's Comprehension of Implicit and Explicit Information in Paragraphs.**

Pub Date Mar 74

Note—7p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, March 7-9, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Cognitive Ability, Cognitive Development, Cognitive Processes, Comprehension Development, \*Developmental Psychology, \*Elementary School Students, \*Language Development, \*Memory, Mental Development, \*Reading Comprehension, Reading Materials, Semantics

The role of inference in children's comprehension and memory is the subject of this research report. An underlying proposition is that in order

for a child to effectively understand and remember linguistic or nonlinguistic information, he must actively embellish the given stimulus material with his own implicit knowledge. In the experiment described the authors sought to assess the developmental changes in the child's ability to infer and remember different kinds of linguistic information with children in grades K through five. Six paragraphs were read to each child; after each of these they were asked 8 Yes/No questions. Four questions were of verbatim information and four were of the different linguistic inferences being studied (presuppositions, inferred consequences, semantic entailment, and implied inferences). Age-related improvements were found for the verbatim information and for the spontaneous processing of implicit information, as well. There is an increased proficiency with age spontaneously performing inferential operations on linguistic material, which may be useful information for those constructing language or reading comprehension instruments. (Author/ED)

**ED 099 105** PS 007 506

*Rand, Colleen S. W. Jennings, Kay D.*  
**Function of Infant Crying in Stranger Situations.**  
National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Spons Agency—Grant Foundation, New York, N.Y.

Pub Date Mar 74

Note—14p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, March 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Affective Tests, Behavior Patterns, Communication (Thought Transfer), Emotional Response, \*Fear, \*Infant Behavior, Interaction Process Analysis, Middle Class, \*Parent Child Relationship, Psychological Patterns, \*Reactive Behavior, \*Stranger Reactions

This study investigated infant crying as a form of communication, with fear considered only one of many possible motivating emotions. Crying, along with fretting and withdrawal, are the major ways infants have to indicate that they desire to change the present situation. Subjects were 91 white, middle class infants whose mothers were their primary caregivers. Infants were tested within one week of their 6-, or 12-month birthdays. The Stranger and Mother Test was administered first, followed immediately by the Persistence Test. Next, a brief Stranger Test was administered. An observer, seated behind a one-way mirror, rated each infant's positive and negative responses, using a 7-point affect scale, ranging from laughing to crying. Data were analyzed by t-tests and product moment correlations. Results show that the emotions underlying infant crying are manifold, and cannot be explained entirely in terms of "stranger fear." (Author/CS)

**ED 099 106** PS 007 518

*Kass, Ethel R. And Others*  
**Educational Intervention with High-Risk Infants.**  
California Univ., Los Angeles. Neuropsychiatric Inst.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date May 74

Note—22p.; Paper presented at the Conference on Early Intervention for High-Risk Infants and Young Children (Chapel Hill, North Carolina, May 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Developmental Programs, Educational Needs, Environmental Influences, \*Handicapped Children, Home Visits, \*Infants, \*Intervention, Longitudinal Studies, \*Parent Child Relationship, Parent Education, Premature Infants, \*Program Descriptions, Risk, Skill Development

This paper describes the philosophy and procedures of an educational intervention program with high risk infants which is part of the Infant Studies Project at UCLA. The intervention is directed specifically at providing mothers of such infants with techniques, practices, and observation skills which enhance maternal ability. High risk infants are identified at birth. Through home and clinic visits the intervention team develops an individualized program for each in-

fant and family, based on (1) the developmental characteristics of the infant, (2) the nature of the parent-child interaction, and (3) the environmental resources and limitations of the family and home. The program focuses on improving the infant-mother interaction by training the mother to respond to the specific cognitive and developmental strengths and weaknesses of her infants. (Author/ED)

**ED 099 107** PS 007 520

*Borich, Gary D. And Others*  
**Differences and Sources of Criterion Bias in Child and Adult Values.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—15p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Adults, Age Differences, \*Bias, \*Elementary School Students, Factor Analysis, Occupations, Prediction, Race, Racial Differences, Religion, Religious Differences, \*Research Criteria, Sex (Characteristics), Sex Differences, \*Values

**Identifiers**—\*Home and School Values Project

This study investigated the influences of sex, occupation, race, and religion on child and adult values. The research is part of the Home and School Values Project which seeks to identify value statements and to compare such statements to the values actually espoused by different groups presumed to differ in their acceptance of cultural values. Preliminary analyses were conducted to identify similarities between child and adult value structures. Subjects were 226 sixth and seventh grade children and 137 adults from the Austin, Texas metropolitan area. The four influences of sex of respondent, occupation of adult respondent, or head of household (children), race, and religion were chosen because of earlier studies indicating their influence on values. The four variables were examined using the same subjects and methods involved in the preliminary analyses. Results of the study indicated that children and adults generally hold different values and that these values are influenced by different sources. For adults, only race was a notable influence, affecting values pertaining to allegiance to God and country. Evidence indicated that the values of children are more easily influenced by the variables; in over half of the significant findings, differences in sex, race, and religion occurred in the extent to which children valued their independence. (SDH)

**ED 099 108** PS 007 541

*Ervin-Tripp, Susan M.*  
**Is Second Language Learning Like the First?**  
California Univ., Berkeley. Language and Behavior Research Lab.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date May 73

Note—30p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (San Juan, Puerto Rico, May 1973)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*Child Language, \*Early Childhood Education, Elementary School Students, \*Language Development, Language Patterns, \*Language Research, Language Skills, Memory, Primary Grades, \*Second Language Learning, Semantics

The research reported in this paper concerns an initial study asking two questions: Is second language learning like first language learning? Is there a change in learning rate or process with age? A nonrandom sample of children aged 4 to 9 years was studied. Subjects were 31 English-speaking children in Geneva, Switzerland, who were in schools where French was the instructional medium and who had not been exposed to French for more than 9 months. Data were collected from comprehension tests, imitation sentences, elicited translations, diary records and taped natural conversations. It was found that the functions of early sentences, and their form, semantic redundancy, reliance on ease of short term memory, overgeneralization of lexical forms, and use of simple order strategies all were similar to processes seen in first language acquisition. Also, it was found that the older children had an advantage and learned faster. Therefore, it is possible to say that if languages are structurally

very similar, children go faster through essentially the same stages that a first language learner does, when the language is learned in a naturalistic setting. However, further research is needed in this area. (Author/ED)

**ED 099 109** PS 007 551

*Caylor, Florence*  
**Learning Is Learning to Learn How to Learn.**

Pub Date 73

Note—18p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Aesthetic Education, Developmental Psychology, \*Early Childhood Education, \*Educational Needs, Educational Objectives, Individual Development, \*Learning Theories, \*Music Education, Research, Values

This paper is concerned with findings and results of recent experimentation in learning in music, and with studies in philosophy as they relate to aesthetics in music. Because the importance of music in the growth and development of the child has been underestimated, music educators are urged first, to utilize to the fullest extent the inherent values in music as a creative art; and second, to continuously reevaluate and analyze the status of music education in terms of related fields and developments. Without exhaustive inquiry into contemporary psychology, psychiatry, sociology, and related fields, music educators will not be able to answer such basic questions as: To what extent are we utilizing applicable contemporary findings from other vitally related areas of learning? What is the relationship of these findings to learning in music? Some research findings relevant to learning music are summarized, and some new behavioral objectives are proposed based on some of the research studies. (CS)

**ED 099 110** PS 007 553

*Berlin, Roxie Berlin, Irving N.*  
**School's Training of Parents to Be Effective Teachers of Their Own and Other Nonlearning Children.**

Pub Date [73]

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Concept Teaching, \*Early Childhood Education, Educational Games, Elementary School Students, Home Visits, \*Low Achievers, Paraprofessional School Personnel, \*Parent Child Relationship, \*Parent Participation, \*Parent School Relationship, Parent Teacher Cooperation, Preschool Children, Primary Grades

Parent involvement on a nation-wide basis, as participant advocates in their child's learning, can improve the achievements of the child and the mental health of children, parents, and teachers, and may be a way of reversing the recent trend toward nonlearning and early failure among young children. Schools are not able to make up for a child's deficiencies in experience which evolve from his home life during the preschool years. Three small programs which increased parent involvement are described and the results given: (1) a program of educational games designed to help parents teach age-appropriate concepts to preschoolers; (2) a program of learning games for economically disadvantaged parents to use with their second grade children to increase their reading achievement; and (3) a program in San Francisco in which parents of children threatened with expulsion became active observers and learning helpers in their children's classrooms. It was found that these working programs provided regular interaction between parent and child, evoked greater encouragement and approval from the parent, and increased parental interest in his/her child's abilities and progress. On the basis of these findings a model elementary school program is proposed in which an intermediary teacher teaches parents methods of helping children learn to read. (Author/ED)

**ED 099 111** PS 007 564

*Whitehurst, Ketrueh E.*  
**Early Formal Instruction: What Constitutes Too Much Pressure?**

Pub Date Apr 69

Note—10p.; Paper presented at the Annual Meeting of SACUS (Jacksonville, Florida, April 1969)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Academic Education, Compensatory Education, Developmental Psychology, \*Educational Philosophy, \*Educational Practice, Kindergarten, Learning Processes, Learning Readiness, Maturation, \*Preschool Education, Reactive Behavior, \*Social Influences, Social Reinforcement

This paper discusses the change in educational philosophy and practices in preschool and kindergarten education before and during the "Sputnik" era. Presented are four major factors that have exerted pressure on the schools to change from a developmental to an academic approach in preschool education: (1) the wave of adverse criticism of American education and advocacy of reactionary formal instruction set off by the launching of the Sputnik satellite; (2) the new interest and consequent research in the early learning/teaching process by scientists; (3) the influence of learning theories and the use of behavior modification and motivation techniques in preschool education; (4) the national awareness of the problems of the disadvantaged. These factors encouraged an approach towards education neglectful of humanistic, self-fulfilling goals, resulting in a trend toward formal early education that may involve some risks to the child's development. Several examples of practices that may constitute too much pressure on the child at the preschool level are given along with examples of possible child reactions. (SDH)

ED 099 112 PS 007 565

Sullivan, Edmund

A Developmental-Interactionist Perspective to Moral Values: Some Results with Exploratory Studies in Primary and Secondary School Years. Pub Date 20 Jun 74

Note—41p.; Paper presented at the Annual Meeting of the American Montessori Society (Boston, Massachusetts, June 20, 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Curriculum Development, Developmental Psychology, Educational Experiments, Educational Needs, \*Elementary School Students, \*Ethical Instruction, Ethics, \*High School Students, Locus of Control, Models, \*Moral Development, \*Moral Values, Social Attitudes, Teaching Techniques

Identifiers—\*Kohlberg (Lawrence), Piaget (Jean)

This paper describes a research project in which a moral education curriculum was incorporated into primary and secondary school classrooms in four schools in the Toronto area. The background theory which is presented is developmental in perspective. The interactionist viewpoint, an important aspect of the theory, states that development is jointly determined by the interaction of internal and external factors. Two conceptual schemes of the stages of moral development are presented as formulated by Piaget and Kohlberg. A theoretical model is described and explained as it relates to the moral education programming used in the study. Two general educational approaches were employed: (1) mini-courses on values issues in which the determination of course content and structure revolved around teacher and student learning, and (2) an "event" approach in which the researchers provided a variety of learning activities based on evidence of the students' stage of development. Pre- and posttests used to determine the stage at which each child was thinking were analyzed statistically. The results, presented in table form, are discussed in terms of the stages of moral development. (SDH)

ED 099 113 PS 007 566

Weaver, Christopher T. And Others

Developmental Changes in Apportionment of Study Time Among Clustered Items in a Multitrial Free Recall Task. Pub Date Mar 74

Note—13p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Cluster Grouping, \*Cognitive Development, \*College Students, Cues, Developmental Psychology, \*Elementary School Students, Memory, \*Recall (Psychological), \*Study Skills

Identifiers—\*Information Processing (Psychological)

This study investigated children's developmental differences in adopting a clustering strategy while studying items for later recall. The central focus was on developmental differences in the efficient use of study strategies, rather than clustering in recall per se. Twenty-four third- and fifth-graders and 12 college students were given a series of study and recall trials using pictures from the Peabody Picture Vocabulary Test. Each trial consisted of a 45-second study period followed by recall. Prior to recall on trials 2, 3, and 4, each subject was allowed to select one-third of the items for study. It was found that the clustering of items selected by the individual for study was an effective recall strategy for all three age groups. (CS)

ED 099 114 24 PS 007 571

Thomas, Susan B. Bowermaster, Janet

The Continuity of Educational Development.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 74

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, Biculturalism, Cognitive Development, \*Developmental Psychology, \*Early Childhood Education, Environmental Influences, \*Expectation, Home Visits, Individual Development, Intervention, \*Literature Reviews, Parent Attitudes, \*Parent Participation, Peer Relationship, Student Teacher Relationship

Identifiers—\*Developmental Continuity

Recent research indicates that much of the educational advantage gained by children in intervention programs is lost once the programs end. Researchers have speculated that the cause of this phenomena may be a lack of continuity between the child's early education experiences and his subsequent experiences in school. Based on a review of recent research, this paper explores home/school continuity (the degree of similarity between the child's experiences at home and at school) and preschool/school continuity (the degree to which the transition periods of different expectations is made smooth). The different approaches to parent involvement in the home/school transition examined include home intervention (home visits, parent meetings, etc.), the use of parents as paraprofessionals, and bicultural/bilingual education programs as an example of making school more like home. The preschool/school transition is discussed in terms of the different expectations to which a child must respond, including the child's adjustment to new rules of behavior, new peers, new teachers, and the demands of different instructional approaches. Questions raised in this paper suggest that continuity may be important, but that further and more rigorous research is necessary to determine the best methods of promoting continuity. (Authors/ED)

ED 099 115 PS 007 572

Howard, Norma K. Comp.

Cultural and Cross Cultural Studies: An Abstract Bibliography. Catalog No. 124.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 74

Note—57p.

Available from—Publications Office, I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 124, \$2.00)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Bibliographies, Cognitive Development, \*Cross Cultural Studies, \*Cultural Differences, Day Care Programs, \*Elementary Education, Emotional Development, Foreign Countries, Language Development, \*Preschool Education, Resource Units, Social Development

This selective bibliography cites recent ERIC documents describing cultural differences and their influence on children's cognitive, social, emotional, and language development. The bibliography is divided into three sections: (1)

Cultural Differences; (2) Preschool Education and Day Care; and (3) Elementary Education (contains many social studies units). Citations are taken from "Research in Education (RIE)"; March 1972 through September 1974, and from "Current Index to Journals in Education (CIJE)"; April 1972 through September 1974. The descriptor (index) term used to search "RIE" and "CIJE" was "Cross Cultural Studies." (Author/CS)

ED 099 116 PS 007 574

Asher, Steven R. And Others

Children's Friendships in School Settings.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date 74

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Behavior Change, Communication Skills, \*Elementary School Students, \*Literature Reviews, Peer Acceptance, \*Peer Relationship, Physical Characteristics, \*Preschool Children, Race, Role Models, School Environment, Sex Differences, Social Behavior, \*Social Development, Social Mobility, Teaching Methods

This paper reviews research on children's friendships in nursery and elementary school settings. Studies that have implications for educational practice were selected for review. The first part of the paper is concerned with the influence of enduring personal characteristics on peer relations. Some of the stereotypes that affect children's friendships include a child's name, physical appearance, race and sex. The second section reviews research on the influence of school environment on friendships. Classroom and school situation variables covered include population mobility, opportunities to participate in school activities, the kind of classroom activities that occur, and the opportunities to succeed. The third section examines research on the kinds of social skills important in achieving peer acceptance (responsive to peers, effective communication, expertise in school activities, know-how in building a relationship). The paper concludes with a discussion of ways in which children can be taught appropriate social skills for making friends. Teaching methods which include shaping, modeling, and coaching have been found effective with socially isolated children. (Author/ED)

ED 099 117 PS 007 586

Watson, Luke S., Jr.

The Relative Effectiveness of Academic and Practicum Training on Developing Behavior Modification Skills in Parents.

Pub Date Aug 74

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Behavior Change, Behavior Rating Scales, Films, Home Visits, Language Skills, Models, \*Operant Conditioning, \*Parent Education, Practicums, \*Psychotic Children, Reinforcement, \*Retarded Children, Self Care Skills, Social Recreation Programs, Stimulation

Identifiers—\*Parent Training Program

This paper is concerned with evaluating the Parent Training Program component of the Parent Training Technology System. The specific problem assessed was the relative influence of academic and practicum training on developing behavior modification skills in parents who work with their own psychotic and mentally retarded children. Three parents were taught reinforcement, shaping, and stimulus control principles and their applications in an academic program, and then were "shaped" to carry out self-help, language, and social-recreational skill training procedures with their children. The main findings were that academic training influenced academic performance but had little influence on practicum performance. Practicum training was the primary factor influencing practicum performance, and seeing a movie of someone else training was not as effective as tutoring (or shaping) for developing criterion level behavior shaping performance in parents. (Author/SDH)

ED 099 118 PS 007 588

*Siebel, Cynthia C.*  
The Developmental Influences and Educational Implications of Two Differing Pre-Nursery School Programs.

Pub Date Apr 73

Note—11p.; Paper presented at the Annual Meeting of the Western Psychological Association (Anaheim, California, April 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Behavior Rating Scales, \*Early Childhood Education, Educational Environment, \*Experimental Programs, Family Day Care, \*Home Programs, Home Visits, Paraprofessional School Personnel, Peer Relationship, \*Play, \*Social Development, Social Relations, Student Teacher Relationship

The purpose of this study of social development was to begin to assess the effects of an early, continuing group educational child care experience on basically family-reared children. Two experimental groups and one control group of young children were involved. In the "long-term" experimental group, five children (mean C.A.=16 months) met one afternoon per week in a home setting under the care of a paraprofessional. In the "intensive" experimental group, five other children (mean C.A.=25 months) met three afternoons per week under the care of a professional preschool teacher and one paraprofessional aide. At 34 months, 8 of these 10 children entered the same nursery class with control children. At 40 months, data on all these children were collected according to a Social Participation Scale (noting type of play, conversations, response to peer and adult approaches, expressions of hostility, etc.). Results suggest that the subjects with early educational experiences exhibited more advanced social behavior than the control subjects, and that "long-term" program subjects exhibited more advances in social behavior than "intensive" program subjects. Findings suggest that (1) paraprofessionals can be effective in early education programs; (2) home settings can be functional environments for such programs; and (3) early educational contacts need not be massive to produce results. (Author/ED)

ED 099 119 PS 007 589

*Wellington, Jean*

Mother's Day Out. Description of a Program for the Psychologist-Consultant to Parents and Their Preschool Children.

Pub Date 27 Aug 73

Note—23p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec, August 1973)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Age Groups, \*Child Care Centers, Clinical Diagnosis, Community Consultants, Community Services, \*Discussion Groups, Exceptional Child Services, \*Mother Attitudes, Parent Child Relationship, Parent Teacher Conferences, \*Preschool Children, \*Program Descriptions, Program Development, Program Evaluation, Psychological Services, Referral

Identifiers—\*Community Psychologist

This paper presents a description of a community program for preschool children and their mothers which utilized the services of a psychologist-consultant. Originally, the Mother's Day Out program offered a few hours of child care to mothers of preschool children for a very small fee. However, it became apparent during the early phases of operation that many of the preschool children needed more help than the program teacher could promise. The services of a psychologist-consultant were employed, to help evaluate the children, to assess the relationship between the teacher, aide (a volunteer mother), and the children, and to provide direct consultation to parents in discussion groups. Also, a referral process involving a community Evaluation Team was instituted. The procedures and problems involved in establishing the Mother's Day Out program are described; plans for future changes in the program are also presented. Important among these changes is the evaluation program which will involve the input of the psychologist, teacher, and parent. Concluding discussion focuses on the evolving role of the psychologist-consultant. (SDH)

ED 099 120

*Thomas, Stanley B., Jr.*

Providing Services to Children: The Role of the Office of Human Development in Child Advocacy.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Pub Date 13 Sep 74

Note—31p.; Speech given at the Annual Meeting of the National Council of Organization for Children and Youth (Washington, D.C., September 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Agency Role, Child Abuse, \*Child Advocacy, Delinquency Prevention, Disadvantaged Youth, Expectation, Foster Children, Handicapped Children, \*Human Services, Opportunities, Program Development, Social Attitudes, Social Services, \*Youth Problems, \*Youth Programs

Identifiers—\*Office of Human Development, Project Head Start

This speech describes the role of the Department of Health, Education, and Welfare and the Office of Human Development in providing services to children and emphasizes the need for nongovernmental groups to aid in child advocacy. The federal role, as embodied in OHD, is one of developmental assistance to vulnerable groups in society. Specific programmatic initiatives designed to meet youth needs are mentioned. More detailed descriptions of two program areas are given: Project Head Start (programs for handicapped children) and foster care plans now being tested and implemented. OHD's work in implementing the Child Abuse Prevention and Treatment Act is also described. The development of a Youth Services System is planned which will coordinate networks of all youth services, both public and private, in local communities. It is suggested that help is needed from organizations outside the government, specifically to play an advocacy role and to provide stimulus for new ideas on program needs and development. (SDH)

ED 099 121 PS 007 591

*Young, Harben Boutourline*

Some Relationships Between Social and Economic Development and Physical and Mental Growth and Health in Tunis. A Preliminary Report.

Pub Date Dec 66

Note—55p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Body Height, Body Weight, \*Children, Developing Nations, Environmental Influences, \*Foreign Countries, Interviews, \*Medical Evaluation, \*Physical Characteristics, Physical Examinations, Physical Health, Psychological Evaluation, Research Methodology, Research Projects, Social Class, \*Socioeconomic Influences, Standardized Tests

This report summarizes preliminary results of the Yale Project which is attempting to identify and document relationships between social and economic development and major physical and mental growth, and health deficiencies in Tunisian children. A total of 112 children aged 6-1/2 to 8-1/2 were examined physically and psychologically, and a social interview was carried out with the parents. In addition, the heights and weights of 81 parents and 34 older brothers were measured. The major hypothesis of the project regarding physical, mental, and health deficiencies was that there would be wide and significant differences between middle class and underprivileged in the following variables: height and other linear measures, weight and other mass measures, some physical function tests, health variables, skeletal maturity, performance on intelligence tests, and other aspects of physical development. These differences were then related to the following variables: nutrition, overcrowding and/or number of children in family, type of housing, general hygiene including medical care, education and general socioeconomic level of parents, and intrafamily relationships and family stimulation. Other areas of interest were comparable studies of Tunisian, American, and Italian middle class differences in nutrition "practices," and in examination of the effects of "positive stimulus" by economic and social development on the families of poorer classes. (CS)

PS 007 590

ED 099 122

*Kimball, Richard L.*

Some Aspects of the Role of Affective Development in Cognitive Development: Relating Formal Operations Learning to Emotional Maturity.

Pub Date Feb 74

Note—8p.; Paper presented at the Annual Conference on Piaget and the Helping Professions (4th, Los Angeles, California, February 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Affective Objectives, \*Classroom Environment, \*Cognitive Development, Creative Development, Educational Needs, \*Emotional Development, Environmental Influences, Grouping (Instructional Purposes), High School Students, Inservice Education, \*Learning Processes, Learning Theories, Models, Psychological Needs, Self Concept, \*Therapy

Identifiers—\*Piaget (Jean)

This conference paper proposes a classification of possible psychological activity and illustrates some ways that cognitive development depends on affective development. Through diagrams and examples, the following assumptions (based on Piaget) are developed: (1) Learning is socially as well as materially oriented. (2) Affective and cognitive development are inextricably intertwined. (3) Affective development is a necessary but not sufficient condition for formal operations development. (4) Research from social interactions in the classroom and therapy sessions give insight to the environment necessary for developing formal operations. Some environmental characteristics related to affective development and cognitive growth are presented, along with some suggestions for enhancing the affective-cognitive link in the psyche. (Author/ED)

ED 099 123 PS 007 598

*Johnson, Stephen M. Christensen, Andrew*

Multiple Criteria Follow-Up of Behavior Modification with Families.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [74]

Note—36p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Attitude Tests, \*Behavior Change, \*Family Problems, \*Followup Studies, Intervention, Observation, Parent Attitudes, \*Parent Education, Problem Children, \*Program Evaluation, Socially Deviant Behavior

This report presents termination and followup evaluations of a parent training program based on behavior modification principles. Treatment termination outcome data was obtained for 22 families, and followup data was collected on 14 of these families at three and eight months after treatment. Results indicated a fairly high level of success at termination on the basis of parent-collected observational data, parent attitude change toward their children, and parent attitude concerning the process and outcome of treatment. Modest levels of success were evidenced on the basis of behavioral data recorded by trained observers in the home. Families who participated in followup demonstrated greater cooperation and involvement with the treatment program than those who did not participate. In all other respects, however, these two groups were similar. Followup data on parent attitude measures demonstrated maintenance of the treatment effects. Parent observational data were incomplete but also showed maintenance in followup. For the subsample of 14 cases, home observation records indicated a nonsignificant decline in deviant behavior at termination followed by a nonsignificant but systematic increase in deviant behavior during followup. The meaning and implications of these discrepant findings were discussed and compared with results from other laboratories. (Author)

ED 099 124 PS 007 599

*Halfacre, John D. And Others*

Teaching Behavior Modification to Students: Effect Upon Student and Teacher Behavior.

Pub Date Aug 74

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**Descriptors**—Behavior Change, Behavior Problems, Behavior Rating Scales, Behavior Theories, Data Collection, Group Discussion, \*High School Students, Interaction Process Analysis, \*Intervention, Positive Reinforcement, \*Student Behavior, Tables (Data), \*Teacher Behavior

This study investigated the effects of teaching the principles of behavior modification to students for use in the classroom. This intervention procedure involved four male high school students and their first-year psychology teacher. The students were instructed in behavior modification principles by two guidance counselors during group sessions. During the baseline period of the study, both the students and their classroom teacher rated each other on five selected problems behaviors. During the intervention period, students reinforced the teacher for desirable behavior, specifically when she allowed the class to participate in any discussion. Data collected by the students and teachers from this period and the follow-up period indicate that: (1) students can effectively reduce undesirable teacher behavior; and (2) concomitant changes in the students' undesirable behaviors can be effected. Data tables present the changes in student and teacher target behaviors as well as a comparison of the students' semester psychology grades. (SDH)

**ED 099 125** PS 007 601

McDaniel, Ernest

**Design of a Longitudinal Study of Educational Effects.**

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Contract—OEC-0-72-5223

Note—21p; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, September 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

**Descriptors**—Cognitive Development, \*Data Analysis, Data Collection, \*Educational Research, \*Elementary School Students, Emotional Development, Family Influence, Family School Relationship, Growth Patterns, \*Longitudinal Studies, \*Research Design, Sampling, Social Development, Socioeconomic Influences, Standardized Tests, Teacher Influence

This paper presents the research design for a longitudinal study of elementary school students, which will examine patterns of cognitive, affective, and social growth and identify the school and home variables which influence such growth. Shifts in dependent variables during a single school year will be examined during the initial year for all grades at the elementary school level. During this year, considerable attention will be paid to the actual classroom behavior of the teacher. During the subsequent 2 years, continuing data will be collected for a first and fourth grade cohort. Thus, in a 3-year period a picture of growth during the initial 6 years of schooling will be obtained. Various aspects of the longitudinal study which are discussed in some detail in this research design are: assessment of variables, testing instruments, sampling plan, testing sequence, testing schedule, migrating children, and plans for data analysis. (Author/CS)

**ED 099 126** PS 007 603

Newman, Barbara M.

**The Development of Social Interaction from Infancy through Adolescence.**

Russell Sage Foundation, New York, N.Y.

Pub Date Aug 74

Note—20p; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

**Descriptors**—Adolescence, \*Cognitive Development, \*Developmental Psychology, Early Childhood, Egocentrism, Infancy, Interaction Process Analysis, \*Interpersonal Relationship, \*Language Development, Maturation, Social Behavior, Social Development, \*Social Relations, Youth

This paper traces the development of interpersonal skills and characterizes the essential features of social interaction as they change from infancy to adolescence. It is demonstrated that, at each life stage, the quality of social relationships

is dependent on the person's capacity for interpersonal closeness, his ability to use language, and his cognitive maturity. The developments of the six life stages are discussed. During infancy, rudimentary social skills and an underlying sense of being emotionally connected with people are established. The expressiveness or retentiveness of speech and a general level of abstractness of speech are dominant characteristics of toddlerhood. Egocentrism decreases and language skills increase in significance during early school age. Middle school age brings an awareness of behavior norms and an increasing capacity for compromise. During early adolescence, an upsurge in egocentric concern is evident in regard to self-presentation; cognitively, there is a growth in conceptual skills characterized by the development of formal thought. Finally, in late adolescence, the individual's personality is consolidated enough to produce an integrated interpersonal style which communicates basic personal needs and social attitudes. (SDH)

**ED 099 127** PS 007 606

Johnson, Stephen M. And Others

**Evaluation of Family Intervention through Unobtrusive Audio Recordings: Experiences in Bugging Children.**

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [74]

Note—33p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

**Descriptors**—\*Audio Equipment, Behavior Change, \*Data Collection, \*Family Environment, \*Intervention, Literature Reviews, Observation, Parent Education, Parent Participation, \*Problem Children, Research Methodology, Research Problems, Tape Recordings

**Identifiers**—\*Naturalistic Observation

This report presents outcome data on five referrals for child-family intervention in which a new system for obtaining audio-recorded behavioral data was employed as one of several evaluation criteria. The referred child was asked to wear a radio transmitter during most of his waking hours at home during pre-intervention and termination assessments. The transmitter broadcast to a receiver-recording apparatus in the home which could be activated by an interval timer at predetermined "random" times or by parents predetermined "picked" times when the children were said to typically exhibit problematic behavior. During the project, treatment involved an educational program with the parents in which they were trained to keep data on their child's behavior and to institute behavioral programs to change those behaviors. Results are discussed in terms of the frequency of occurrence of child deviant, parent negative, and parent commanding behaviors. In general, the behavioral outcome data verified that from the two other sources (parent attitude reports and parent collected observation data). It was concluded that the audiorecording procedures provide a viable alternative to employing an observer in the home. (Author/SDH)

**ED 099 128** PS 007 607

Lobitz, Gretchen K. Johnson, Stephen M.

**Normal Versus Deviant Children: A Multimethod Comparison.**

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [74]

Note—48p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

**Descriptors**—Behavior Patterns, Behavior Rating Scales, \*Clinical Diagnosis, Family Problems, Feedback, Observation, \*Parent Attitudes, \*Parent Child Relationship, \*Problem Children, Questionnaires, \*Socially Deviant Behavior, Statistical Analysis

The present study investigated differences between referred and nonreferred children and their families on the basis of home and clinic observations and parent questionnaires. Subjects were 28 families with children between 4 and 8 years of age who had been referred to a clinic for acting-out behavior and 28 nonreferred controls matched on several variables. Home observation results indicated that referred children showed significantly more deviant behavior and less prosocial behavior while their parents emitted more negative and commanding behavior than

control group parents. Systematic observation in the clinic revealed significant differences only in parent negativity and number of commands. Finally, all five factors of the parent attitude questionnaire yielded large and significant differences between groups. There was considerable overlap between groups on all behavior variables but less overlap on the parent attitude measure. Results from a stepwise discriminant analysis classified 90 percent of referred children and 90 percent of nonreferred children correctly on the basis of the parent attitude variable alone. Taken together, these results suggest that child behavior is not always the critical variable in referral and stress the importance of multiple assessment of child-family problems when children are referred for treatment. (Author)

**ED 099 129** 32 PS 007 610

McLaughlin, T. F. Malaby, J. E.

**Completion Rates and Accuracy of Performance Under Fixed and Variable Token Exchange Periods.**

Kansas Univ., Lawrence. Dept. of Human Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 74

Grant—OEG-0-8-522422-4433

Note—20p; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

**Descriptors**—Assignments, \*Behavior Change, \*Change Agents, Classroom Environment, \*Classroom Techniques, \*Elementary School Students, Extinction (Psychology), Handwriting, Language Arts, Mathematics, Positive Reinforcement, \*Reinforcers, Spelling, Student Behavior

This research investigated the effects of employing fixed, variable, and extended token exchange periods for back-ups on the completion and accuracy of daily assignments for a total fifth and sixth-grade class. The results indicated that, in general, a higher percentage of assignments was completed when the number of days between point exchanges was variable, and that performance was maintained when the number of school days between point exchanges was gradually increased. The overall accuracy on assignments was high, but variable and did not appear to be under the systematic control of the experimental procedures. Data for two selected pupils indicated that there were individual differences as to the effects of the various token (point) exchange procedures. Thus, the variable sequencing of the number of days should be an important consideration in any effort to maintain the positive effects of token-reinforcement systems within classroom settings. (Author/ED)

**ED 099 130** PS 007 613

Harrison-Ross, Phyllis Wyden, Barbara

**The Black Child—A Parents' Guide.**

Pub Date [73]

Note—360p.

Available from—Peter H. Wyden, Inc., Publisher, 750 Third Avenue, New York, New York 10017 (\$7.95)

**Document Not Available from EDRS.**

**Descriptors**—Case Studies, \*Children, Discriminatory Attitudes (Social), Early Childhood Education, Humanization, Interaction Process Analysis, \*Parent Education, \*Racial Attitudes, \*Racial Discrimination, Racial Factors, \*Self Concept, Social Problems, Social Psychology, Values

An insightful study of actual clinical cases of multiracial underprivileged children for anyone curious about the insidious, unconscious ways we teach racial prejudice to children; a valuable parental guide to ways of thinking and acting that will help children grow up without prejudice. (CS)

**ED 099 131** 95 PS 007 620

Berk, Laura E.

**An Analysis of Activities in Preschool Settings.**

Final Report.

Illinois State Univ., Normal.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0406-FR

Pub Date Nov 73  
Grant—OEG-5-71-0071-508  
Note—297p.  
EDRS Price MF-\$0.75 HC-\$13.80 PLUS  
POSTAGE

Descriptors—\*Class Activities, \*Classroom Environment, Classroom Observation Techniques, Data Analysis, \*Day Care Programs, Interaction Process Analysis, Literature Reviews, Models, \*Nursery Schools, Program Descriptions, \*Program Evaluation, Research Methodology, Social Behavior, Student Characteristics, Tables (Data), Teacher Behavior  
Identifiers—\*Project Head Start

This research was aimed at an analysis of classroom activities which make up educational programs for young children. Its broad purpose was to analyze systematically and to make comparisons among six preschool programs in order to describe the patterns of activity settings used; the objectives activity settings were designed to reach from the point of view of their designers, classroom teachers; and the social behaviors of teachers and children which are shaped and molded by the requirements of settings and which have not necessarily been planned for or recognized by teachers. The six preschool settings used for the study include a Montessori nursery school, a Head Start program, two laboratory nursery school classrooms, a franchise day care center, and a community day care center. The first section of the report contains discussion of related research, a theoretical model, the six preschool classrooms, and the research procedures. The presentation of the results comprises the rest of the report. The findings are divided into three parts: a quantified picture of six classrooms in terms of activity characteristics and social interaction; an exploration of the relations between the activity and social interaction values; and an examination of the relationship of the personal characteristics of the children to activity participation and social interaction. (SDH)

ED 099 132 PS 007 621

Butler, Jacqueline And Others  
Evaluation of Pilot Programs for Children. Final Report.

Tennessee State Dept. of Mental Health, Nashville. Child and Youth Development Inst.  
Spons Agency—Children's Bureau (DHEW), Washington, D.C. Div. of Research and Evaluation.

Pub Date Jul 74  
Note—282p.  
EDRS Price MF-\$0.75 HC-\$13.80 PLUS  
POSTAGE

Descriptors—Child Care Centers, Citizen Participation, \*Day Care Programs, \*Demonstration Projects, Educational Administration, \*Interagency Cooperation, Literature Reviews, Parent Participation, \*Preschool Programs, \*Program Evaluation, Staff Improvement

Identifiers—\*Community Coordinated Child Care  
This is the final report of the Evaluation of Pilot Programs for Children (EPPC), a project to evaluate the progress of five communities in Tennessee which received demonstration funds from ODC to develop a Community Coordinated Child Care (4-C) program over a 3-year period (1971-1974). The 4-C is a system under which local public and private agencies interested in day care and preschool programs develop procedures for cooperating with one another on program services, staff development, and administrative activities. Sections of the report deal with: (1) relevant background information regarding 4-C programs in general (history, objectives, and relevant literature); (2) background information on each of the five communities (conditions, history, operational models); (3) a summary of goals, processes, and accomplishments of each 4-C, including staffing, funding, activities, and status at termination of ODC funding; (4) evaluation of the five programs in terms of a set of six core evaluation questions derived from national 4-C objectives and literature reviewed, including a detailed discussion and evaluation design and data collection instruments; and (5) EPPC recommendations, based on the experiences of the five communities, data collected, and literature reviewed. (Authors/ED)

ED 099 133 PS 007 622

Young, Harben Boutourline  
Nutrition and Child Growth and Development in Tunisia. Annual Progress Report, September 1, 1971-August 31, 1972.

Tunisian National Inst. of Child Health, Tunis.; Tunisian National Inst. of Nutrition and Food Technology, Tunis.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Nov 72  
Note—44p.; For related document, see PS 007 623

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Child Development, \*Children, Cross Sectional Studies, Developing Nations, Foreign Countries, Growth Patterns, Intervention, Longitudinal Studies, \*Medical Research, Medical Services, \*Nutrition, \*Physical Development, \*Social Class, Socioeconomic Influences, Tables (Data)  
Identifiers—\*Tunisia

This annual report of the Yale Project describes the progress made on the nutrition and growth study of Tunisian children from September 1, 1971 through August 31, 1972. The report details: (1) the progress in analysis of the cross-sectional study data, which was completed as of June 30, 1972, and (2) the development of the present longitudinal study. The longitudinal study is exclusively urban and interventional in nature and is designed to test the hypotheses derived from the cross-sectional study. These hypotheses are: (1) Malnutrition, synergistic with infection, contributes in large part to the demonstrated gross social class differences in mental and physical growth and physical health. (2) Cultural malnutrition as represented by parent-child intervention and other sociocultural factors plays a part to be measured in the above differences. Organizational and data collection problems of the longitudinal study are discussed under the following categories: biomedics, sociology, psychology, and nutrition. Plans for analysis, interpretation, and publication of study data are also included in the report. (CS)

ED 099 134 PS 007 623

Young, Harben Boutourline  
Nutrition and Child Growth and Development in Tunisia. Interim Progress Report, (September 1, 1972-February 28, 1973).

Tunisian National Inst. of Child Health, Tunis.; Tunisian National Inst. of Nutrition and Food Technology, Tunis.  
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Mar 73  
Note—21p.; For related document, see PS 007 622

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—\*Children, Cross Sectional Studies, Developing Nations, Foreign Countries, Growth Patterns, Intervention, Longitudinal Studies, \*Medical Research, Medical Services, Motor Development, \*Nutrition, \*Physical Development, \*Social Class, Socioeconomic Influences, Standardized Tests, Tables (Data)  
Identifiers—\*Tunisia

This interim report of the Yale Project describes the progress made on the nutrition and growth study of Tunisian children from September 1, 1972 through February 28, 1973. A major part of the report is devoted to the organizational and data collection problems of the longitudinal study, discussed under the following categories: biomedics, sociology, psychology, and nutrition. Some preliminary results are included at the end of the report, which indicate that a combination of medical care and nutrition does have notable influence on sensory motor abilities and mental test scores, even by the age of 12 months. In addition, when the raw scores of the longitudinal study were converted into standardized scores, the mental scores of Tunisian underprivileged children were slightly higher than the American norm, while their motor scores were slightly lower. (CS)

ED 099 135 PS 007 625

Tregaskis, George K. And Others  
Language Experiences for Your Preschooler. Part 2: Activities in the Neighborhood.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date [74]  
Note—60p.  
EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—\*Communication Skills, Community Resources, Educational Experience, \*Language Development, Learning Activities, \*Neighborhood, Parent Child Relationship, Parent Education, \*Parent Participation, \*Preschool Children

This publication presents a curriculum designed to develop the communication skills of preschool children by introducing parents to a number of learning activities which might evolve from excursions in their neighborhoods and communities. The activities suggested are not closely complicated, or overly time-consuming. In each section, background information about the topic is provided, a directed activity is explained, and activities to be done at home are suggested as follow-up. The initial chapters basically concern the parent as a teacher, the child as a learner, and the neighborhood and community as places to learn. Also presented are specific activity trips to the library, supermarket, fire station, police station, gas station, drugstore, hardware store, eating establishments, subway, zoo, and school. (SDH)

ED 099 136 PS 007 626

Play: Physical Coordination, Mental Creativity, Emotional Self-Control, Social Relationships.  
Wisconsin State Dept. of Health and Social Services, Madison.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.  
Report No.—DHEW-SRS-73-23009

Pub Date [72]  
Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS  
POSTAGE

Descriptors—Art Activities, Bibliographies, \*Child Care Workers, \*Child Development, Childrens Literature, Community Resources, Creative Activities, Creative Development, \*Parent Role, \*Play, \*Preschool Children

This booklet contains suggestions for suitable play activities for preschool children. In an attempt to answer the questions of homemakers and mothers an explanation of the place of play in a child's life, and some ways that an adult can help are presented. Also discussed is the vital importance of play in the total development of the child. Activity suggestions are described under these headings: Homemade Play Materials and Activities, Suggested Books for Children, and Community Resources. (SDH)

ED 099 137 PS 007 627

Lawder, Elizabeth A. And Others  
Five Models of Foster Family Group Homes: A Systematic View of Foster Care.

Child Welfare League of America, Inc., New York, N.Y.

Pub Date [74]  
Note—97p.  
Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (Publication No. GH-13, Paper, \$3.00)

Document Not Available from EDRS.

Descriptors—Agency Role, Child Welfare, Contracts, Family Environment, Foster Children, Foster Family, \*Foster Homes, \*Group Living, Medical Services, \*Models, Parent Education, Parent Role, \*Program Descriptions, \*Residential Care, Selection, Social Workers, Unwed Mothers

The purpose of this monograph is to develop the concept of differentiated foster family care designed to serve a range of children and to describe several foster family models useful in putting this concept into practice. In the first half of the monograph, a discussion of trends in foster parent selection and education is presented. Some criteria for selection and alternative training methods and program content areas are offered. Case studies provide descriptions of populations which often produce children who need foster care. The rest of the monograph is devoted to a description of five model foster care environments which serve the needs of many foster children. Included are: (1) the agency-owned family group home; (2) the agency-rented, family-owned group home; (3) a group home for low-functioning children; (4) the visiting foster home program; and (5) a medical foster home. (SDH)

ED 099 138 PS 007 628

Stone, Helen D. Hunzeker, Jeanne M.  
Creating a Foster Parent-Agency Handbook.  
Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Mar 74

Note—48p.

Available from—Child Welfare League of America, Inc., Foster Parent Project, 67 Irving Place, New York, New York 10003 (Publication No. F-53, Paper, \$2.50)

Document Not Available from EDRS.

Descriptors—\*Agency Role, Child Welfare, Community Resources, Contracts, Evaluation Methods, Foster Children, \*Foster Family, \*Foster Homes, \*Guidelines, Parent Responsibility, \*Program Development, Resource Materials, Social Agencies, Social Workers

Agencies and foster parents can use the framework provided in this handbook to prepare their own handbook and establish clear roles and expectations for persons involved in providing foster family care. The handbook is meant to be a reference guide, not to offer solutions to problems or answer policy questions. A list of suggested topics for a foster care-agency handbook is included. Specific content breakdowns are provided for five broad topics: foster parents, foster children, the natural family, agency and community resources, and other resources. Specific guidelines for developing each topical area are also given. The appendices contain a foster home evaluation form, a child's handbook, a foster parent-agency agreement form, agency service evaluation forms, and a program guide for foster parent neighborhood groups. (SDH)

ED 099 139

PS 007 629

Zajano, Nancy Klopp, Pam

Kindergarten and IGE (Individually Guided Education), 4 Case Studies.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NEC-00-3-0065

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Age Grade Placement, \*Case Studies, Curriculum Design, Educational Assessment, \*Individualized Programs, \*Kindergarten, \*Nongraded System, Primary Education, \*Program Descriptions, School Aides, School Organization, School Schedules

This booklet is intended to stimulate sharing of ideas and successful kindergarten programs among Individually Guided Education (IGE) schools. Four selected schools which have integrated kindergarten into a nongraded approach to education are described in terms of organization, the different curricula followed, the kinds of assessment used, and the different ways of using auxiliary personnel. In addition to these case studies, the booklet includes a section which contains many of the ideas used in schools which were not individually examined. A final section suggests further possibilities for using Individually Guided Education. (CS)

ED 099 140

PS 007 635

Borstelmann, L. J.

Dr. Locke and Dr. Spock: Continuity and Change in American Conceptions of Childrearing.

Pub Date 7 Mar 74

Note—13p.; Paper presented at the Southeastern Regional Meeting of the Society for Research in Child Development (Chapel Hill, North Carolina, March 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Childhood Needs, \*Child Psychology, \*Child Rearing, \*Comparative Analysis, Discipline, \*Educational History, Educational Philosophy, Humanism, Parent Attitudes, Parent Child Relationship, Play, Romanticism, Socialization

Identifiers—Locke (John), \*Spock (Benjamin)

An analysis of the ideas of John Locke and Benjamin Spock examines two questions: (1) authors' popularity in their own lifetimes, and (2) congruence and change in American conceptions of child rearing over two centuries. Comparisons of Locke's "Some Thoughts Concerning Education" and Spock's "Common Sense Book of Baby and Child Care" include discussion of childrearing goals and methods, parental authority, discipline, and the concept of play. The work of both men reflects the liberal middle class notions of their times: Locke through his shift from a

Calvinistic to the Enlightenment conception of man, from the assumption of innate depravity to that of moral neutrality; and Spock, through his twentieth century blend of Enlightenment and Romantic conceptions, of biological and psychoanalytic Darwinism. (CS)

ED 099 141

PS 007 641

Levitt, Edith Cohen, Shirley

Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children.

City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.

Pub Date [74]

Note—29p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Cognitive Development, Disadvantaged Youth, Early Childhood Education, \*Handicapped Children, \*Home Programs, \*Intervention, \*Literature Reviews, Motivation, Parent Child Relationship, \*Parent Participation, Psychological Characteristics, Sensory Deprivation

This literature review highlights the need for parent intervention programs in the education of their young handicapped children. Supportive research is cited from the following areas: Home-based programs for the disadvantaged; home-based programs for the handicapped; developmental factors in cognitive dysfunction; motivation; and the parent as mediator. It is suggested that remediation of cognitive dysfunction requires early intervention, the involvement of parents (particularly mothers), and extensive curricular organization. Implications for parent intervention programs are also reviewed. (CS)

ED 099 142

PS 007 642

Thomas, Sharon E., Comp.

Current Infant Research: An Abstract Bibliography. Catalog No. 123.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 74

Note—42p.

Available from—Publications Office, I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 123, \$1.50)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Bibliographies, \*Child Development, Cognitive Development, Day Care Services, Developmental Psychology, Emotional Development, \*Infancy, \*Infant Behavior, \*Infants, Intervention, Mental Retardation, Nutrition, Social Development

This selective bibliography cites ERIC documents describing research on infants. Entries are taken from "Research in Education (RIE)" and "Current Index to Journals in Education (CUE)," 1972 through 1974. Descriptor (index) terms used to search the ERIC system include: Infants, Infancy, and Infant Behavior. (Author/CS)

ED 099 143

PS 007 643

Littman, Mark S.

Nursery School and Kindergarten Enrollment: October 1973. Current Population Reports: Population Characteristics.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Aug 74

Note—20p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Series P-20, No. 268, \$0.45)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Age Differences, \*Census Figures, Kindergarten, \*Kindergarten Children, Nursery Schools, Population Distribution, \*Preschool Children, Private Schools, Public Schools, Racial Differences, Sex Differences, Social Characteristics, Socioeconomic Status, \*Statistical Data, \*Student Enrollment, Tables (Data)

The data in this report are based on the Census Bureau's October 1973 Current Population Survey, and present information on the age, race, type of school, control of school (private or public), type of residence, and family income of

children enrolled in nursery school and kindergarten. The tables contained in the report for 1973 are comparable to those published by the Office of Education for prior years. Also included here are selected summary tables for the period from 1964 to 1973. (Author/CS)

ED 099 144

PS 007 644

Bibliographies in Education: Elementary Education. No. 43.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Apr 74

Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Bibliographies, Curriculum Development, Doctoral Theses, \*Educational Practice, \*Educational Resources, \*Elementary Education, Learning Processes, Program Descriptions, Program Evaluation, \*Resource Materials, Scholarly Journals, Statistical Studies This bibliography contains a listing of source material from books, papers, articles, and theses produced during 1968-1973 on topics pertinent to elementary education. Sources consulted in the preparation of this compilation include the: "Bibliographie du Quebec," "British Education Index" (The Library Association), the "Canadian Education Index" (CCRE), the "Cumulative Book Index" (Wilson's), the "Current Index to Journals in Education" (CCM), the "Directory of Education Studies in Canada" (DEA), the "Education Index" (Wilson's), "Research in Education" (ERIC), and "Research Studies in Education" (Phi Delta Kappa). (Author/CS)

ED 099 145

95

PS 007 645

Parent-Child Early Education Program: A Summary of Results During Three Project Years. Final Evaluation Report.

Ferguson-Florissant School District, Ferguson, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date Aug 74

Note—489p.

EDRS Price MF-\$0.90 HC-\$23.40 PLUS POSTAGE

Descriptors—\*Early Childhood Education, \*Educational Diagnosis, Handicapped Children, Home Instruction, Mental Development, Parent Child Relationship, \*Parent Participation, Parent School Relationship, Physical Development, \*Program Descriptions, \*Program Evaluation, Social Development, Tables (Data), Teacher Evaluation

This report presents the final evaluation of the Saturday School Program which was designed to fully involve the parents, teaching staff, and children in early childhood education. Results of the third project year as well as a comparison between other project years and a general summation of achievement of program objectives are presented. Students, as a whole, showed growth both in cognitive and affective areas of development. The parents showed increasing positive modes of perceiving and interacting with their children; they also exhibited growth in using appropriate teaching techniques. Likewise, the teachers showed increases in their knowledge of child development, in the use of appropriate teaching techniques, and in establishing positive relationships with parents and children. Specific cognitive, social, emotional, and physical objectives for each of the program's components (the child, the parent, the staff, the handicapped, and the management process) are presented, analyzed statistically, and evaluated. Approximately one-half of the document consists of statistical information. (SDH)

ED 099 146

88

PS 007 648

Saturday School: A Success Story. A School and Home Learning Program for Four Year Olds.

Ferguson-Florissant School District, Ferguson, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date [72]

Note—34p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

**Descriptors**—Cognitive Development, \*Early Childhood Education, Educational Innovation, Eye Hand Coordination, \*Family School Relationship, Handicapped Children, Home Visits, Language Development, \*Learning Disabilities, Parent Education, \*Program Evaluation, \*Remedial Programs, Social Development

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This first year report describes the educational philosophy and organization of a Saturday school program aimed at ameliorating emotional or learning difficulties in 4-year-old children. The evaluation of the project during its first year focused on 42 different product and process objectives and was concerned with the project's impact on children, parents, and staff. The program's goal was to provide a close home-school continuum to reinforce the development of skills that will facilitate later learning: language skills, hand-eye coordination, math and science concepts, auditory and visual discrimination, gross motor skills, the creative arts, as well as social growth. The results, which have been statistically analyzed in the report, clearly indicate that the Saturday School program has been effective with students, parents, and teachers: (1) the students have shown growth in both cognitive and affective areas; (2) the parents have shown increasingly positive modes of perceiving and interacting with their children; and (3) the teachers were found to have increased use of appropriate teaching techniques and interacted more positively with both children and parents. (CS)

## RC

**ED 099 147** **RC 008 149**  
**Experiencias Educativas en el Medio Rural Colombiano. Serie Divulgación No. 2. (Educational Experiences in the Rural Colombian Milieu. Circulation Series No. 2).**

Ministerio de Educación Nacional, Bogotá (Colombia), Centro Nacional de Documentación e Información Pedagógica.

Pub Date 72

Note—60p; In Spanish

Available from—CENDIP, Apartado Aéreo 52976, Bogotá, Colombia (\$1.00)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Agriculture, Community Development, \*Educational Planning, Educational Programs, Improvement Programs, National Programs, Organization, \*Program Descriptions, \*Rural Development, \*Rural Education

**Identifiers**—\*Colombia, South America

In fulfillment of the Colombian National Government's educational policy aimed toward improving the rural population's level of living, two fundamental projects have been implemented. These projects have led to the creation of schools, the continuous extension of grades, and the creation of "Concentraciones de Desarrollo Rural." They seek to: (1) provide every child with the opportunity to study until the ninth grade; (2) provide adequate education to children and adults; and (3) improve the living conditions of the rural milieu. These projects require a series of changes—adapting plans and programs to regional and national necessities, providing better trained teachers, and strengthening community development programs. This bulletin describes the educational experiences which have been accomplished in the municipalities of Alpujarra, Dolores, and Trujillo. The objectives, methods, and techniques used in their planning, and their organization are discussed. The appendix lists other institutions involved in rural education giving the type of institution, implementation date, purpose, grade level, funding, and principal national coordination. (NQ)

**ED 099 148** **RC 008 212**  
**Environmental Outdoor Laboratory School.**

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency—National Park Service (Dept. of Interior), Washington, D.C. National Capital Parks.

Pub Date 71

Note—62p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Camping, Elementary Education, \*Grade 5, Laboratory Training, \*Learning Laboratories, Mathematics Instruction, Nature Centers, \*Outdoor Education, \*Program Evaluation, Science Teaching Centers, Social Studies, \*Urban Youth

**Identifiers**—\*District of Columbia Public Schools

January 31 to May 28, 1971, 44 5th grade classes and teachers from the Washington, D.C. Public Schools visited the Environmental Outdoor Laboratory School, Catoctin Mountain National Park, Thurmont, Maryland. The school provided: (1) specialized training in reading and related communication skills; (2) opportunities for growth in socialization through resident experiences; (3) recreational experiences available only in an outdoor camp setting; and (4) utilization of mathematics, science, and social studies in on-site experiences to extend and clarify classroom experiences. A survey was conducted to assess the project's effectiveness and determine the importance of such a project on urban students. Interviews and questionnaires were used to gather data from the staff, visiting teachers, parents, and students. Pre-post attitude and knowledge questionnaires were administered to students during the program's first, fifth, and eighth weeks. Some findings were: (1) positive results existed on both students' attitudes and knowledge inventories; (2) there was an overall gain in knowledge in mathematics, science, and vocabulary; (3) camp staff members rated the total program "excellent" or "good"; and (4) classroom teachers felt the program contributed to the students' social growth as they experienced the responsibilities and social interchange of group living. The report's appendixes give examples of the survey instruments used, a schedule of a typical day, and lists of participating schools, personnel, and resident and visiting teachers. (NQ)

**ED 099 149** **RC 008 213**  
**Schumacher, C. M.**

**A Teacher's Guide To: Indians and the Outdoor Classroom.**

Soil Conservation Service (DOA), Huron, S. Dak. Pub Date Apr 74

Note—35p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—\*American Indians, Botany, Definitions, Ecology, \*Environmental Education, \*Outdoor Education, \*Plant Identification, \*Teaching Guides

**Identifiers**—\*South Dakota

As a basic teacher's guide to the study of plants in their environment, this document serves primarily as a starting point for outdoor education with an American Indian emphasis in the State of South Dakota. The State is divided into three broad environmental categories or "biotic communities" (Prairie and Plains, Woodlands, and Wet Places); lists of plants found in each of these biotic communities are grouped under the further classifications of Trees, Shrubs and Woody Vines, Forbs, and Grasses. Each plant listed is identified by both common and scientific names. Detailed annotations following each definition emphasize the American Indian usage and/or knowledge of the plant described. An index is provided. (JC)

**ED 099 150** **RC 008 214**  
**Cawley, Rebecca, Comp.**

**Guide to Funding Sources for American Indian Library and Information Services.**

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Department of the Interior, Washington, D.C. Office of Library Services.

Pub Date Nov 74

Note—71p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*American Indians, Federal Aid, \*Financial Support, \*Foundation Programs, Guides, Incentive Grants, \*Information Services, Legislation, \*Library Programs, Non-reservation American Indians, Reservations (Indian)

Prepared to assist those responsible for library programs serving American Indian people, this funding guide identifies potential funding sources for these programs. Four documents consulted to develop the list of program and grants are: (1) "U.S. Catalog of Federal Domestic Assistance"; (2) "Federal Governmental Health, Education,

and Welfare Programs of Assistance to American Indians Residing on Federal Reservations"; (3) "Foundation Directory"; and (4) "Foundation Grants Index". The 30 programs and 6 foundations listed are of three basic types: (1) those which libraries apply to separately, (2) those where libraries are included as part of a larger institution, and (3) those where libraries can apply either way. Information given for each program includes: program title, its popular name, the Catalog of Federal Domestic Assistance number, total appropriations for program and total for Indian library purposes, nature and purpose of program, who can apply and how to apply, address for obtaining further information, printed information available, authorizing legislation, and administering agency. Information given for each foundation includes: foundation name, Foundation Index number, purpose, financial information, and sample grants given. (NQ)

**ED 099 151** **RC 008 215**

**Pratt, Wayne T., Ed. Ramey, Joseph H., Ed.**

**Emerging Role of the Teacher Aide in Navajo Education. A Guide Book.**

Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Pub Date 74

Note—179p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

**Descriptors**—\*American Indians, \*Bilingual Education, Counseling, Creative Activities, Curriculum Development, Language Arts, Parent Teacher Cooperation, \*Role Perception, Second Language Learning, Story Telling, \*Teacher Aides, \*Teaching Guides, Team Teaching

**Identifiers**—\*Navajos

Based on the experiences of 52 Navajo teacher aides in a 10 week training course (1974), this teacher aide guide book for all grade levels is primarily descriptive, though "helpful hints" are provided for teacher aides in Bureau of Indian Affairs schools for Navajo children. Emphasizing the importance of the teacher aide's role in the "team teaching process", teacher aides are encouraged to envision their role as a "vital link in the team teaching process" and to seek further professional training so that they ultimately qualify as teachers. Brief sections on the American Indian, in particular, are followed by chapters dealing with: curriculum development (definitions, contributions, and suggestions); language arts (emphasis on the importance of communication skills); the English phonetic system (illustrations, arranged for easy reproduction, include pictures with written and printed alphabets); storytelling (the art of stimulating storytelling is described with examples of stories told by children); creative activities (25 specific activities); counseling (approaches); parent/teacher relationships and parent/teacher aide relationships (emphasis on the importance of communication); role differentiation (examples of practices considered both helpful and detrimental to the teaching-learning process); and illustrated creative projects. (JC)

**ED 099 152** **RC 008 216**

**Boyd-Bowman, Peter**

**Patterns of Spanish Emigration to the New World (1493-1580). Special Studies No. 34.**

State Univ. of New York, Buffalo, Council on International Studies.

Pub Date Apr 73

Note—100p.

Available from—Council on International Studies, State University of New York at Buffalo, 107 Townsend Hall, Buffalo, New York 14214 (Special Studies No. 34; \$2.50)

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—American History, Demography, \*Ethnic Origins, Land Settlement, Latin American Culture, \*Linguistic Patterns, Mexican Americans, \*Migration Patterns, Population Distribution, Spanish Americans, \*Spanish Speaking, Statistical Data, \*Western Civilization

**Identifiers**—\*New World, Spain

The four periods discussed in this publication cover the patterns of Spanish emigration to the New World, mainly on the regional level and in terms of percentages. The effects of this emigration on the various Spanish American dialects are

discussed. In the initial period (1493-1519), the largest single group, in every year and on all major expeditions, were the Andalusians, of whom over 78 percent came from the two provinces of Sevilla (58 percent) and Huelva (20 percent). In the second period (1520-1539), the conquests on the mainland greatly increased the number of destinations the emigrant could elect. During this period, Mexico failed in only one year (1527) to attract over 50 percent of the emigrants. A chain of 4 provinces (Sevilla, Badajoz, Caceres, Toledo, Salamanca, and Valladolid) accounted for slightly over half of all emigrants to the New World, with Sevilla furnishing one out of every six men and half of all the women. In later periods (1540-1559 and 1560-1579), there was a sharp reduction in the proportional emigration to Santo Domingo, Central America, and the Rio de la Plata; Mexico, Peru, Chile, and the Nuevo Reino de Granada were emerging as almost invariable destinations. Between 1560 and 1579, roughly three out of every four emigrants came from the southern half of the Peninsula and 28.5 percent were women. (NQ)

ED 099 153 RC 008 217

Morris, Glyn Gosline, Ernest  
Mobilizing a Rural Community for Mental Health.  
Lewis County Board of Cooperative Educational  
Services, Lyons Falls, N.Y.  
Pub Date 64

Note—106p.; Out of print  
EDRS Price MF-\$0.75 HC-\$5.40 PLUS  
POSTAGE

Descriptors—Administrator Role, Child Development, Clergymen, \*Community Involvement, Counselor Role, Information Centers, \*Mental Health Programs, \*Organizations (Groups), Parent Teacher Cooperation, \*Pilot Projects, Psychiatrists, \*Rural Areas, Teacher Role  
Identifiers—Lewis County, \*New York

County school administrators and supervisors, school counselors, school psychologists, teachers, Parent Teacher Association members, clergymen (both Protestant and Catholic), a consulting psychiatrist, and members of the County Medical Society of Lewis County, New York all worked together (November 1959-June 1963) "to organize the resources of a rural county to create a climate in which mental health grows." A resource library of some 150 professional books and many pamphlets on mental health was established, and numerous meetings, workshops, conferences, and lectures (both formal and informal) went into the planning and strategy of this group oriented effort. Two experts were employed to design the research of several programs (such as the 3-year Child Study Program, designed to evaluate student and teacher attitudes) and to tabulate resulting data, while other experiences were evaluated subjectively. Tentative rationale for developing a community mental health program was effected by the Consulting Psychiatrist. Conceived as a workable "blue print" for rural communities concerned with developing mental health programs based on the Lewis County experience, this report emphasizes total community involvement and the importance of working in groups. "Difficulties encountered" included semantic problems, professional semantics vs. nonprofessional; bungling of the research aspect, since project and research were not conceived as a unit; and an attempt to handle more territory than was possible, given the time limit of the project. (JC)

ED 099 154 RC 008 218

Moser, Collette H., Comp.  
C.E.T.A. in Balance-of-State Areas. Workshop Report of the Rural Manpower Policy Research Consortium, June 6-7, 1974. Special Paper No. 24.  
Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs.  
Pub Date Sep 74  
Note—40p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS  
POSTAGE

Descriptors—Conference Reports, \*Developmental Programs, \*Employment Services, Legislation, \*Manpower Development, Planning, Policy Formation, \*Program Administration, Role Perception, \*Rural Areas, Workshops  
Identifiers—CETA, \*Comprehensive Employment and Training Act

The workshop on the Comprehensive Employment and Training Act (CETA) in Balance-of-State areas explored the implications for rural areas of various manpower policies. In a previous workshop, it was found that a close correlation existed between counties classified as Balance-of-State and those classified as "rural" by the U.S. Department of Labor. Therefore, the reports and exchanges from various Balance-of-State areas gave a "good" overview of the implications and operation of CETA in rural areas. Participants were either members of the Rural Manpower Policy Research Group or had been closely associated with its efforts and those of the Rural Manpower Service. This report gives: (1) an overview of the development of major issues and policies in the rural manpower area and (2) an analysis, based on taped discussions and some contributed memos, of the major areas of workshop discussion. The two papers discuss: (1) CETA's ability to meet the needs of rural areas; (2) the extent to which administrative manpower structures, developing under CETA, will be consistent with the rural mandate given the Employment Service as a result of litigation; and (3) three areas of CETA implementation in Balance-of-State—administrative and planning structures, delivery of services, and role of the Employment Service. (NQ)

ED 099 155 RC 008 219

Public School Survey of Construction Aid Needs Related to the Education of Reservation Indian Children. Research and Evaluation Report Series No. 31.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; National Indian Training and Research Center, Tempe, Ariz.  
Pub Date [73]

Note—70p.  
EDRS Price MF-\$0.75 HC-\$3.15 PLUS  
POSTAGE

Descriptors—American Indians, \*Construction Needs, \*Educational Facilities, \*Educational Finance, \*Elementary Secondary Education, Enrollment, Equalization Aid, Policy Formation, \*Public School Systems, Questionnaires, \*Reservations (Indian), School Surveys, Tables (Data)

Resulting from a House Appropriation Subcommittee's interest in the need for adequate school facilities for reservation American Indian children in public school districts, a survey of the construction aid needs of all eligible districts was conducted. Objectives were to: analyze and interpret data from school districts in the 23 States participating in the Johnson-O'Malley Act program; evaluate closely related and concomitant information pertaining to enrollment growth, Indian impacts, resources ability factors, with a priority basis to follow; and develop general policy and guidelines for use by the Bureau of Indian Affairs in funding construction in areas of high Indian enrollment and for meeting backlogs which along with the regularized program will provide a total Federal policy to improve Federal interaction with Indian impacted public school districts. Questionnaires were sent to some 458 public school districts; 162 districts in 21 states responded. Some findings were: immunity of Indian reservation lands from taxation is an important factor in the school district's ability to finance needed facilities; based on the widely accepted ability measure, the amount of taxable evaluation behind each child, Indian related school districts are much "poorer" in comparison with similar type districts in their States; and unused bonding capacity is a vital factor in most school districts' ability to share the cost of constructing facilities for the education of reservation based Indian children. (NQ)

ED 099 156 RC 008 220

Matsushige, Susan, Comp.  
Evaluation of White Shield School, Roseglen, North Dakota. Part A: Evaluation Report. Research and Evaluation Report Series No. 30-A.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; National Indian Training and Research Center, Tempe, Ariz.  
Pub Date Aug 74

Note—91p.; Pages 154, 165, and 166 may reproduce poorly. For related document, see RC 008 221 (appendix to this volume)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS  
POSTAGE

Descriptors—Academic Failure, Administrator Evaluation, \*American Indians, Bias, Budgets, \*Community Relations, Curriculum, \*Educational Objectives, Elementary Secondary Education, \*Evaluation, Management by Objectives, Parent School Relationship, \*Performance Specifications, Personnel Evaluation, School Visitation, Testing Programs  
Identifiers—BIA, Bureau of Indian Affairs, \*North Dakota, White Shield School

In response to a request from concerned Indian members of the community of Roseglen, North Dakota, an evaluation team visited White Shield School (an elementary/secondary school of 303 students, 50 percent Indian) on May 13-17, 1974 to survey: identification and classification of goals, objectives, and purposes; distinguishing between perceptions of administrators, faculty, students, community, tribal leaders, and parents; school facilities; operational costs, particularly per student cost; student personnel (via personal records and interviews); educational goals (vs. actual program), establishing priorities, and recommending programs in terms of long range educational plans. Findings emphasized a high rate of failure and underachievement among Indian students; minimal community school interaction (due to poor administration, which minimized informational communication); lack of written education, parent/school, administrative, or personnel policies; lack of available data on curriculum policy; and a recognizable tax break in favor of non-Indian constituencies. The cooperative agreement between the Bureau of Indian Affairs, and the school district was found to be "vague" and "outmoded...obviously not drawn up by a lawyer." (JC)

ED 099 157 RC 008 221

Evaluation of White Shield School, Roseglen, North Dakota. Part B: Appendix. Research and Evaluation Report Series No. 30-B.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; National Indian Training and Research Center, Tempe, Ariz.  
Pub Date Aug 74

Note—120p.; For related document, see RC 008 220. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.75 HC Not Available from  
EDRS. PLUS POSTAGE

Descriptors—Academic Failure, \*American Indians, \*Budgets, \*Community Relations, \*Contracts, Discipline Policy, Dropouts, Elementary Secondary Education, Evaluation Criteria, Letters (Correspondence), Parent School Relationship, Questionnaires, Records (Forms), \*School Visitation, Student Alienation  
Identifiers—BIA, Bureau of Indian Affairs, \*North Dakota, White Shield School

As an appendix to "Evaluation of White Shield School, Roseglen, North Dakota. Part A," August 1974, this document substantiated findings of an evaluation team. A brief on-site visitation report stated that students wanted more flexible course requirements and firmer student discipline; teachers wanted more authority clarification on discipline (Bureau of Indian Affairs or school district); parents wanted a school program evaluation, relative to Indian student dropout and failure; and school board members wanted wider offerings in extra curricular activities and special courses that would relate positively to the Indian segment of the student population. Findings substantiated the emphasis given in this study to Indian student failure, dropout causes, and alienation, justifying the initial Indian parent concern. Included are blank questionnaires for determining the extent of school community relations, parents' rights, and information about school board meetings; copies of comparative contracts and budgets; letters; minutes (a meeting on school consolidation); individual parent reports; student disciplinary rules; memorandums; etc. (JC)

ED 099 158 RC 008 222

The Small School: Returning to the Human Dimension. A Report on the Small Schools Project of the Committee on Small Schools. Occasional Paper No. 2.

North Central Association of Colleges and Secondary Schools, Chicago, Ill.  
Pub Date Nov 74

Note—49p.; For related documents, see RC 008 223-225

Available from—Executive Secretary of the Committee on Small Schools, 5454 South Shore Drive, Chicago, Illinois 60615 (\$1.50)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Curriculum Development, \*Educational Assessment, \*Educational Problems, Educational Strategies, \*Elementary Secondary Education, Instructional Design, \*Literature Reviews, Organization, Rural Schools, \*School Surveys, \*Small Schools

Although some genuine problems and disadvantages exist in small schools, educators have begun to rediscover the inherent strengths and values in schools small enough to fit the human dimensions of the child and youth. In the early 1970's, the North Central Association (NCA) Commission on Schools was pressured for recognition of the small school's plight, and formed a Committee on Small Schools to assist these schools to become better quality schools by building on their strengths and attenuating their weaknesses. The committee then undertook the Small Schools Project to: identify the strengths and evident weaknesses which smallness brings in its wake; commission a survey of the literature relative to these strengths and weaknesses; and conduct an inventory of all NCA small schools (schools with 300 or fewer students in grades 9-12) to determine the extent to which certain effective practices used by small schools are in effect in NCA small schools. The three papers discuss the results of the Small Schools Project: "An Overview of the Alleged Strengths and Weaknesses of the Small School"; "An Annotated Survey of the Literature on Small Schools"; and "An Inventory of Effective Practices in Small Schools: A School Locator Service." A copy of the form "An Inventory of Effective Practices in Small Schools" and its cover letter are appended. (NQ)

**ED 099 159 RC 008 223**

**An Overview of the Alleged Strengths and Weaknesses of the Small School.**

North Central Association of Colleges and Secondary Schools, Chicago, Ill.

Pub Date 74

Note—8p.; For related documents, see RC 008 222-225

Available from—Not available separately, see RC 008 222

**Document Not Available from EDRS.**

**Descriptors**—Curriculum, \*Educational Assessment, \*Educational Problems, Educational Strategies, \*Elementary Secondary Education, \*Instructional Design, Instructional Technology, Organization, \*Program Effectiveness, \*Small Schools

The first step toward the renaissance of the small school must be the determination of its inherent strengths and the identification of its structural weaknesses. Steps can then be taken to build program and procedures on those strengths, while at the same time devising expedients to reduce if not eliminate the weaknesses. However, it should be recognized that many of the strengths of small schools can prove to be deterrents to effective education unless they are capitalized on creatively. The Committee on Small Schools delineated 24 of the major advantages and 18 disadvantages of smallness in schools. Strengths include: (1) close working relationships subsist between the faculty and the administration; (2) bureaucratic overload—red tape, intricate regulations—is not so prevalent in small schools as in large; and (3) there is a greater sense of community felt by everyone in the school. Among the weaknesses are: (1) a quality small school program requires a relatively high per student expenditure; (2) the small school's enrollment makes it difficult to offer a broad and variegated curriculum; and (3) there is a paucity in the small school of varying and contrasting psychological environments for its students. Eight general approaches which seem "unusually" promising to program improvement in small schools are also given. Among these are: (1) the school must seek to build a positive attitude among teachers, pupils, and parents; and (2) the small school must capitalize on its small classes and close relationships in order to further individualize instruction. (NQ)

**ED 099 160 RC 008 224**

**Edging, Everett D. Hagel, John H. An Annotated Survey of the Literature on Small Schools.**

North Central Association of Colleges and Secondary Schools, Chicago, Ill.

Pub Date 74

Note—18p.; For related documents, see RC 008 222-225

Available from—Not available separately, see RC 008 222

**Document Not Available from EDRS.**

**Descriptors**—\*Curriculum Development, \*Educational Assessment, Educational Finance, \*Elementary Secondary Education, Facilities, Instructional Technology, \*Literature Reviews, Organization, \*Rural Schools, Shared Services, \*Small Schools, Sociocultural Patterns, Student Characteristics

Over the past number of years, there has been a great amount of concentrated study, with an equal amount of literature, devoted to the small school in the United States. This paper explores the strengths and weaknesses of small rural schools via a literature review. Although primarily concerned with identifying the small school's alleged strengths and weaknesses, the paper also identifies practices which have been developed to build on the strengths in an effort to overcome the weaknesses and indicate target problems which administrators may address in an effort to make the small school increasingly effective without a strong infusion of additional funds. The strengths are classified in terms of three areas: organizational concerns, sociocultural considerations, and classroom-management practices. The weaknesses are grouped under five broad areas: finance and facilities; student characteristics and capabilities; curricular deficiencies; professional staff (including teachers, administrators, and counselors); and sociocultural aspects. The effective practices are discussed in terms of the use of technology, experiences beyond the classroom, and development of community leadership. (NQ)

**ED 099 161 RC 008 225**

**An Inventory of Effective Practices in Small Schools: A School Locator Service.**

North Central Association of Colleges and Secondary Schools, Chicago, Ill.

Pub Date 74

Note—15p.; For related documents, see RC 008 222-224

Available from—Not available separately, see RC 008 222

**Document Not Available from EDRS.**

**Descriptors**—Cooperative Programs, Curriculum Development, \*Educational Assessment, Educational Practice, \*Educational Strategies, Instructional Design, Program Development, Resource Allocation, \*School Surveys, \*Secondary Education, Shared Services, \*Small Schools, Tables (Data)

The North Central Association (NCA) Committee on Small Schools conducted an inventory of practices found in NCA schools as of December 1973. The purpose was to provide a school locator service to identify small schools in which specific practices were found. An inventory form was sent to secondary schools having an enrollment of 300 or fewer students in grades 9-12 during the 1973-74 school year. Principals were requested to indicate those practices which: (1) were in current operation in his school to such a successful extent that he would encourage inquiries from his colleagues; (2) had written materials available; (3) had been attempted but subsequently dropped by the school; and (4) held promise for effectiveness in the small school but were not listed on the inventory. Responses were received from 387 schools. Among the findings were: (1) the sharing of specialist personnel was the most common practice used in adapting the organization or structure of the small school to its smallness; (2) few schools reported nongraded programs and the granting of credit on other than the Carnegie unit basis—such as proficiency examinations; (3) fewer adaptations were reported in the area of instructional modifications; and (4) supervised correspondence courses were a major measure to broaden programs. A copy of the inventory form and the cover letter which accompanied it are given in the appendix. (NQ)

**ED 099 162 RC 008 234**

**Koepeke, Sharon M. The Effects of Outward Bound Participation Upon Anxiety and Self Concept.**

Pub Date 74

Note—9p.; Paper presented at the Annual Meeting of the National Association of Health, Physical Education, and Recreation (Spring 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Anxiety, \*Females, Field Trips, Higher Education, Learning Experience, \*Males, \*Outdoor Education, Self Actualization, \*Self Concept

**Identifiers**—Colorado, \*Outward Bound

Determined were the effects of the Outward Bound experience on the anxiety levels and self-concepts of 33 male and 11 female participants in a Colorado Outward Bound School course held in May 1973. Participants ranged from 16 to 38 years old, with the majority in the college age bracket. The course consisted of 23 days of intensive wilderness experience in the San Juan Mountains of southwest Colorado. Pre- and post-course tests were administered. Real and ideal self-concepts were measured through Gough Adjective Check Lists. State and trait anxieties were indexed by the State-Trait Anxiety Inventory. The comparison of pre- and post-course tests revealed that at the conclusion of the experience real self-concepts became more positive and more closely approached ideal self-concepts. Both state and trait anxieties decreased following participation. Low state and trait anxiety scores were found to be related to positive real self-concept measures. Females exhibited higher ideal self-concepts while males displayed a smaller discrepancy between real and ideal selves. Because the direction of all changes was the same for both sexes, it was concluded that Outward Bound participation had similar effects on male and female state anxiety, trait anxiety, real self-concept, and ideal self-concept. (Author/NQ)

## SE

**ED 099 163 SE 012 229**

**Kendall, Marvin Robert**

**Scientific Behaviors Promoting an Understanding of Science and a Positive Attitude Toward Science as Exhibited by Selected High School Physics Classes.**

Pub Date 70

Note—186p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-15,305; MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Attitudes, Doctoral Theses, Educational Research, Physics, Science Education, \*Scientific Attitudes, \*Secondary School Science, Secondary School Students, \*Student Behavior

**Identifiers**—Research Reports

The purposes of this study were: (1) to identify and state those behaviors which, in the opinion of various scientists and science educators as expressed in their written statements, might foster an understanding of science and a positive attitude toward science; and (2) to determine which scientific behaviors as exhibited by students in selected high school physics classes are related to an understanding of science and a positive attitude toward science. Ten classes were utilized in the study. Two tests, Test on Understanding Science (TOUS) and Vitrogon's Attitude Toward Science Scale, were administered. Notes were taken during class observations of the number of students performing or not performing specific behaviors or whether the behavior noted related to the laboratory problem. The primary statistical technique was a one-way analysis of variance F test. Among the findings was that a significant difference in understanding science as measured by TOUS (part III) and TOUS (total score) existed between those classes practicing and not practicing the behavior identified as number 10 ("The student relates principles from one subject to another."), favoring those who practiced the behavior. (Author/EB)

**ED 099 164 SE 012 241**

**Walker, Charles Noojin, Jr.**

**The Use of Programmed Chemistry Laboratory Experiments to Accomplish Selected Objectives Related to the Methods of Science.**

Pub Date 69

Note—269p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order No. 70-16,352, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Chemistry, \*College Science, College Students, Doctoral Theses, Educational Research, \*Instruction, \*Programed Instruction, Programed Materials, Science Education, Undergraduate Study

**Identifiers**—Research Reports

The purpose of this study was to determine if the effects of an instructional program would affect the performance of general education chemistry students with respect to objectives related to the methods of science and the degree to which they are effective in simultaneously teaching the descriptive chemistry of certain elements. The mode of presentation was programed laboratory experiments. One hundred second-semester college chemistry students were divided into two groups. Both attended the same lecture classes. The experimental group utilized programed materials. Pretests and posttests of the chemical examination were administered to both groups; the Methods-Objectives examination was administered as a posttest only. The mean scores were compared by analysis of variance. It was concluded that programed chemistry laboratory experiments can be an appropriate mode for accomplishing selected objectives related to the methods of science. Furthermore, these objectives can be reached without sacrificing the quantity of chemistry content learned. The basic premise of this investigation was that objectives relating to the methods of science should be specifically predetermined and defined, and that the science subject matter should be selected on the basis of its appropriateness to the accomplishing of these objectives. (Author/EB)

**ED 099 165** SE 012 297

Ashley, James Phillip

**A Study of the Impact of an Inservice Education Program on Teacher Behavior.**

Pub Date 67

Note—185p.; Ph.D. Dissertation, The University of Texas

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan (Order No. 68-4248, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

**Descriptors**—Doctoral Theses, \*Educational Research, \*Elementary School Science, \*Inservice Education, \*Instruction, \*Science Course Improvement Project, Science Education, \*Teacher Behavior, Teacher Characteristics

**Identifiers**—Research Reports, SAFA, \*Science A Process Approach

This study involved an inservice education program designed to enhance teacher behavior in the use of Science - A Process Approach. The major method of gaining information on teacher behavior was direct observation and involved the development and utilization of a Classroom Observation Rating Form (CORF). Twenty-three elementary teachers comprised the sample. Three observers formed two teams to conduct a total of 92 classroom observations of science and mathematics lessons. Using data from these 92 observations, a reliability coefficient of .98 was found for the CORF. Results of data analyses showed that between the first and last science observations, there were some significant differences in the employment of strategies, as derived from CORF scores, which indicated a move toward more teacher-directed lessons. However, between the first observation in math and the last science observation, the net change in use of strategies was toward more student-centered lessons. There was no significant correlation found between years of teaching experience and change in the employment of teaching strategies. Primary teachers showed greater changes in teaching behavior than did the intermediate teachers. (Author/EB)

**ED 099 166** SE 013 905

Podrasky, Edward Francis

**The Development and Validation of a Quasi-Nonverbal Test for Measuring Attainment of Relational Concepts in High School Physics.**

Pub Date 70

Note—264p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-16,652, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

**Descriptors**—Doctoral Theses, \*Educational Research, \*Evaluation, Nonverbal Tests, \*Physics, Science Course Improvement Project, Science Education, \*Secondary School Science, \*Testing

**Identifiers**—Physical Science Study Committee, PSSC, Research Reports

In this study an experimental test was constructed requiring high school students in introductory physics to use graphic rather than verbal skills in identifying relational concepts of physics. The effectiveness of the test was examined using both traditional and contemporary PSSC (Physical Science Study Committee) physics. Two hundred twenty-six students participated in the study. They were compared for verbal and non-verbal ability on the basis of scores on the Lorge-Intelligence Test. The experimental test was presented to each group. It consisted of 73 four-option, multiple-choice items. The students were shown a pair of slides for each item. The stimulus slide was captioned to identify the concept. The response slide was not captioned. Test data were analyzed by analysis of variance involving a 2 x 3 x 3 factorial design. A partial regression equation was used to predict the most probable score as estimated from his scores for Verbal Ability and Verbal Knowledge of Physics. Test scores for the slide-test and for verbal knowledge of physics correlated more closely for the traditional physics students. The correlation between these student's slide-test and their LT-NV scores was higher than the correlation between these scores for the PSSC students. (Author/EB)

**ED 099 167** SE 013 911

Collier, Donald Davis

**The Effect of the Note-Test System of Teaching Basic College Chemistry on Student Achievement, Attitude, and Critical Thinking Ability.**

Pub Date 70

Note—155p.; Ed.D. Dissertation, North Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-18,651, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Academic Achievement, \*Chemistry, \*College Science, Doctoral Theses, \*Educational Research, \*Instruction, Science Education, Scientific Attitudes, Student Ability, Student Characteristics

**Identifiers**—Research Reports

The purpose of this study was to compare two systems of teaching basic college chemistry. Three regression equations were developed for predicting a student's total raw score on the various tests used. The covariates utilized were ACT composite scores and scores on the Watson-Glaser Critical Thinking Appraisal, given as a pre-test. There was no significant difference between groups in mean scores on either of the covariates. Students were placed in high, medium, or low student ability levels on the basis of predicted scores resulting from a correlation matrix of all variables. Analysis of covariance was the primary method of analysis insofar as achievement and critical thinking were concerned. A t-test was used to compare post-attitude score means of the two groups. Results showed, with achievement as the criterion, high ability students of the experimental group (note-test system) performed better than high ability students of the control group, but not significantly. The reverse was obtained with the low ability students. The mean attitude of score of students in the experimental group was significantly higher, in high and low ability levels. The note-test system of teaching was considered to be effective when used with medium or high ability level students. (Author/EB)

**ED 099 168** SE 013 913

Cunningham, James Barrett

**The Measurement of Concept Attainment: A Comparative Study of Modern and Traditional High School Physics Courses.**

Pub Date 70

Note—155p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-18,476, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Concept Formation, Curriculum, Doctoral Theses, \*Educational Research, Instruction, \*Physics, Science Course Improvement Project, Science Education, \*Secondary School Science

**Identifiers**—\*Physical Science Study Committee, PSSC, Research Reports

The purpose of this study was to compare the level of concept attainment achieved by students enrolled in a Physical Science Study Committee (PSSC) physics course with that achieved by students enrolled in a traditional high school physics course. A sample of 265 PSSC students and 219 enrolled in the traditional course participated. The instrument used, constructed by the investigator, was Assessment of Concept Attainment: Refraction, including the Concept Attainment Test (CAT) and the Concept Knowledge Test (CKT). The CKT was used as the control for the concept knowledge factor and the Otis-Lennon Mental Ability Test (OLMAT) for the mental ability factor. Comparison of mean scores showed the PSSC group had acquired a significantly greater amount of knowledge of the concept and the OLMAT indicated similar comparative data. The multiple analysis of covariance procedure used showed no significant difference in level of concept achieved and it was indicated this might be due to initial differences between the groups in the particular factors. The comparison of the regression coefficients showed that the concept knowledge factor was by far the more important determinant of concept attainment as measured by CAT scores. The author suggests that the study contradicts the opinion of those who argue that the traditional science courses are more effective in imparting factual knowledge. (Author/EB)

**ED 099 169** SE 013 927

Shavelson, Richard Joseph

**Some Aspects of the Relationship Between Content Structure and Cognitive Structure in Physics Instruction.**

Pub Date 71

Note—183p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-19,759, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

**Descriptors**—Cognitive Development, \*Concept Formation, Doctoral Theses, \*Educational Research, Instruction, \*Learning Processes, Physics, \*Science Education, \*Secondary School Science

**Identifiers**—Research Reports

This study investigated the extent to which certain aspects of the structure of a learner's memory following instruction corresponded with the structure of the instructional material. Content structure was represented using digraph theory. The digraph analysis revealed a formal structure built substantially on six specific concepts. Cognitive structure was inferred from responses on a word association (WA) test. A relatedness coefficient (RC) was established. This was used to determine relationships between pairs of concepts retrieved from long-term memory. Forty high school students were pretested and randomly assigned to one of two groups: instruction (N=28) or control (N=12) group. All were pretested using aptitude tests, a WA test, and an achievement test. For the next five days, the instruction group studied the special instructional materials. After each period, a WA test was administered. All groups were posttested. All groups performed above chance on the achievement pretest. The experimental group gained significantly from pretest to posttest, while the control group showed no gain. Data from the WA test confirmed these findings. The number of responses to concepts increased from day to day for the experimental group. The same results occurred for the control for the first three tests, then leveled off well below the experimental group. (Author/EB)

**ED 099 170** SE 013 945

Koechel, Loretta

**Effects of the Use of Two Visual Methods in Teaching College Chemistry to Non-Science Majors.**

Pub Date 70

Note—120p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-24,796, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*Audiovisual Instruction, \*Chemistry, \*College Science, Doctoral Theses, Educational Research, \*Instruction, Instructional Media, Science Education, \*Science Instruction  
Identifiers—Research Reports

This was a quantified study on the learning of certain theoretical topics in general chemistry as influenced by two methods of visual technique (single concept films, overhead projections). Four classes of chemistry students (non-science majors) registered in sections on a random basis, participated. Objective, multiple choice tests on each of the selected topics were constructed, tested for reliability and validated. Two chemistry sections of the same course were tested the first year of the experiment (repeated again the second year); one section was designated as the experimental group and the other the control for the first topic. Groups were alternated for all six topics to cancel out individual differences. In the lecture-discussion sessions, only the experimental group had access to visual aids integrated with class presentation. Test scores were compared by analysis of variance and F tests. The p values converted from the F ratios were transformed to chi-square statistics. Results were tested for significance at the 5% level. Results differed with the type of topic approached but it was observed, subjectively, that student interaction with the use of silent film-loop, stopped at any point, or with the projectual, showed a greater degree of involvement with the topic. (Author/EB)

**ED 099 171** SE 013 946

*Lerch, Robert Donald*

**An Exploratory Study of Objective Attainment in the Divergent Physics Laboratory.**

Pub Date 71

Note—204p.; Ed.D. Dissertation, New Mexico State University  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-24,634, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*College Science, Doctoral Theses, \*Educational Objectives, Educational Research, \*Instruction, Laboratories, \*Physics, Science Education, Science Laboratories  
Identifiers—Research Reports

Students enrolled in the introductory physics laboratory at New Mexico State University participated in this study. A stated set of objectives, developed by Dr. John M. Fowler of the Commission on College Physics, was used in the laboratory. This study attempted to measure student achievement based on the use of these objectives as opposed to the more traditional laboratories. Student opinions of selected elements of the laboratory and of previous laboratory experiences were also obtained. Instruments from which data were collected included a series of questionnaires related to the different Fowler objectives, elements of the laboratory and previous experiences. Students enrolled in the divergent laboratories indicated greater freedom to choose experiments (Fowler objective 3) than did the other students. This difference was significant at the 0.05 level. The mean responses from these students were supportive of the Fowler objectives than those enrolled in the traditional laboratories. Opinions expressed by the students regarding selected elements of the laboratory were supportive of the graduate assistant in charge and of the laboratory partner. Investigator's recommendations included the expansion of the use of the divergent laboratory style in all types of science laboratories. (Author/EB)

**ED 099 172** SE 013 952

*Stambler, Seymour*

**The Impact of the Philosophical Implications of the Relativity and Quantum Theories on the Teaching of College Physics.**

Pub Date 71

Note—345p.; Ph.D. Dissertation, New York University  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-24,815, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*College Science, Doctoral Theses, \*Educational Research, Instruction, \*Physics, Science Education, Science Instruction, \*Textbook Content

Identifiers—\*Research Reports

The purpose of this study was to determine to what extent the breakdown of Newtonian classical physics and the new concepts of modern physics have changed the treatment of elementary physics in undergraduate college textbooks and to evaluate implications of the change. Forty-three textbooks published between 1910 and 1966 were examined and placed in one of two eras: 1910-1930 and 1930-1966. Problems leading to the formulation of the Relativity and Quantum Theories and implications thereof, including some of the philosophical reasoning since the time of Newton, were examined in order to investigate the consequences of changing styles in thinking. There were some evidences of change in treatment from classical to modern physics but the major focus in all books examined was on the classical approach. The investigator suggested that the authors of the books examined have not kept pace with the newer knowledge and changing socio-scientific conditions. (Author/EB)

**ED 099 173** SE 013 953

*Stangl, George Ronald*

**An Assessment of Introductory Physical Science Using the Test on Understanding Science.**

Pub Date 71

Note—102p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-23,881, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*Achievement, \*Curriculum, Doctoral Theses, Educational Research, \*Instruction, Junior High School Students, Science Course Improvement Project, Science Education, \*Secondary School Science, Teacher Behavior

Identifiers—\*Introductory Physical Science, IPS, Research Reports, Test on Understanding Science, TOUS

This investigation was an attempt to determine the suitability of a highly structured course in science, Introductory Physical Science (IPS), for all eighth-grade students in a suburban school. The major measure for the evaluation of the course was to study the degree of teacher commitment to the objectives of the course and determine if this influenced the students' mastery of content and perception of science as measured by the Test on Understanding Science (TOUS). Twelve teachers with one randomly selected class per teacher provided a sample of three hundred students. Pre- and post-tests were administered to all. The tests were a summary IPS Achievement Test and TOUS, Jr. Teachers were ranked using data from a Classroom Activity Checklist administered at the end of the year. Analysis was made relevant to what influence the degree to which a teacher's ability to use IPS ideally had on his students' achievement and understanding of science. A positive relationship was discovered. Student academic ability had some significant effect. It was concluded that IPS did not produce significant change in students' perception of the nature of science as measured by the TOUS, Jr and is not flexible enough for a very wide range of student abilities. (Author/EB)

**ED 099 174** SE 013 955

*Urlicek, Michael James*

**The Effect of Verbal Interaction on the Achievement of Specific Skills in the Introductory College Chemistry Laboratory: The Use of the Flanders Method of Interaction Analysis and Specially Designed Performance and Paper-Pencil Tests to Determine the Relationship Between a Teacher's I/D Ratio and the Achievement of Certain Operationally Explicit Skills by Non-Science Majors in an Introductory Laboratory in College Chemistry.**

Pub Date 71

Note—164p.; Ph.D. Dissertation, New York University  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-24,818, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*Chemistry, Classroom Communication, \*College Science, Doctoral Theses, Educational Research, \*Interaction Process Analysis, Science Education, Teacher Behavior  
Identifiers—Flanders Interaction Analysis, \*Research Reports

The ultimate goal of this study was to specify conditions which affect achievement in the chemistry laboratory through an understanding of instructor-student interaction. The Flanders System of Interaction Analysis was used to measure the ratio of indirect to direct teaching (I/D Ratio) during pre-lab and post-lab sections of eight two-hour introductory chemistry laboratory sections with a total of 125 students, the majority of whom were underclassmen. About 20 percent had no high school chemistry. Four sections (A, B, C, and D) were taught by the investigator. The instruction began with a low I/D Ratio for groups A and B and a high I/D Ratio for groups C and D. Verbal interaction data were compiled by means of tape recordings. All were evaluated with a specially-designed performance and paper-pencil test. For the second half of the semester, groups A and C were switched as an added measure of control. Among the major findings were: (1) the class to which the instructor applied a controlled high I/D Ratio initially and then changed to a low one exhibited the greatest overall achievement; and (2) results indicated that the best way to teach for achievement in psychomotor skills is to maintain a high I/D Ratio. (Author/EB)

**ED 099 175** SE 013 956

*Whitten, Maurice Mason*

**Changes in Understanding of the Nature of Science and in Critical Thinking Resulting From Two Different Physical Science Courses.**

Pub Date 71

Note—217p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-22,549, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*College Students, \*Critical Thinking, Doctoral Theses, Educational Research, \*Instruction, \*Physical Sciences, Science Education, Science Instruction, \*Scientific Literacy  
Identifiers—\*Research Reports

Reported is an investigation to determine if changes in college students' understanding of the nature of science and in critical thinking result from modifying a "traditional" general education, laboratory, physical science course. The criterion instruments were the Test on Understanding Science (TOUS), Form W; the Wisconsin Inventory of Science Processes (WISP); and the Cornell Critical Thinking Test, Level Z. The experimental group consisted of all students (190) who completed the courses in physical science required of all elementary (K-6) education majors in their freshman year, 1969-70. The control group, 144 students, completed the course (unmodified), in 1968-69. Scores on the CEEB Scholastic Aptitude Test were used for statistical controls. Analyses of variance showed the only significant gain (.05 level) made by the control group was on TOUS - Part I, Understanding the Scientific Enterprise. The experimental group made gains (.001 level) with TOUS - Part I, TOUS - Part III, TOUS - Total, and WISP. No significant differences were seen between instructors in producing changes on tests. Laboratory exercises made an important contribution to the TOUS gain scores for the experimental group. (Author/EB)

**ED 099 176** SE 015 135

*Cheong, Siew-Yoong*

**An Analysis of Inquiry Performance of High School Biology Students Including the Relationship of Inquiry Performance to Instructional Techniques and to Student Achievement and Academic Ability.**

Pub Date 71

Note—296p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-19,568, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*Achievement, Autoinstructional Programs, \*Biology, Doctoral Theses, Educa-

tional Research, \*Inquiry Training, \*Instruction, Learning Processes, Science Education, \*Secondary School Science  
**Identifiers—Research Reports**

This study involved an investigation related to student ability to carry out inquiry tasks, and to investigate the effectiveness of a technique of set induction through rule learning. Biology students from 13 high school classes were randomly selected and assigned to an experimental group, A, or to one of three control groups, B, C, or D. The Solomon three-group design was used in the study involving groups A, B, and C. The Cooperative School and College Ability Test: Series II, Form 2A (SCAT) was administered to these groups. Pretests, given to A and B groups only, included the Test of Inquiry Processes (TIP), the Content Achievement Test (CAT), and the Processes of Science Test (BSCS). Subjects in A and C worked through the self-instructional program. Group B had a control treatment of unrelated materials. All subjects in A, B, and C had the TIP as a posttest. Data from group D were used in determining relationships between variables identified for the study. Coefficients of correlation between task performances were found to be significant beyond the .01 level. Fisher's test analysis gave evidence suggesting interaction effect due to pretesting. Analysis of covariance data supported the idea that the self-instructional program on inquiry process criteria rules did induce a set to learn and improved student ability to carry out inquiry tasks. (Author/EB)

ED 099 177 SE 015 773

Darrow, Lloyd Lee

An Analysis of Certain Selected Characteristics of Teachers Who are Teaching Non-Innovative and Selected Innovative Science Curricula.

Pub Date 72

Note—167p.; Ed.D. Dissertation, The University of Nebraska

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-106, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, \*Instructional Innovation, Science Curriculum, Science Education, \*Science Teachers, \*Secondary School Science, \*Surveys, \*Teacher Characteristics  
**Identifiers—Curriculum Implementation, Research Reports**

The author attempted to find predictor variables related to secondary school science teachers who favor the use of innovative science curricula and to find such variables as related to the teachers' understanding of science processes. Data were available from 183 usable inventory questionnaires out of 184 returned. Data were also obtained from 13 school visitations. No significant differences were established using chi-square, but some were determined from correlations. Analyses of the research data supported the following: (1) there was a significant difference shown between teachers who favored and those who did not favor use of innovative science curricula with respect to their extent of participation in non-college credit activities given to the study of innovative curricula; and (2) there was a significant difference between teachers who were in different ranked categories in understanding of science processes with respect to the extent of their total hours in science and mathematics. Science and mathematics preparation as related to science teachers' scoring on the Welch Science Process Inventory appeared to be a significant departure from chance results. (Author/EB)

ED 099 178 SE 015 795

Golman, Melton Eugene

Selected Teacher Traits Characteristic of Inquiry Science Teachers and an Analysis of the Development of These Traits in Science Methods Students.

Pub Date 72

Note—127p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-624; MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, \*Inquiry Training, Preservice Educa-

tion, Science Education, \*Science Teachers, \*Teacher Behavior, \*Teacher Characteristics, \*Teacher Education

**Identifiers—Research Reports**

The purpose of this investigation was to identify and describe what might be considered as a high level inquiry type science teacher. The instruments used included: (1) Science Teaching Checklist, (2) Tennessee Self-Concept Scale, (3) Rokeach Form E Dogmatism Scale, (4) Torrance Figural Test of Creativity, and (5) Science Teaching Assessment Test. Eighty experienced teachers, 31 science methods students, and 2,059 junior high and high school science students of these teachers were involved in the study. Teachers were ranked according to scores on the Science Teaching Checklist. Those scoring in the upper quartile were designated high level inquiry teachers. No statistical differences were found between groups for self-concept, dogmatism, and creativity. A difference was found for science teaching philosophy. A t-test for related samples was used to compare pretest and posttest means of science methods students on the same criterion measures used for the high and low level inquiry science teachers. After the course, the science methods students changed significantly in self-concept and toward the teaching philosophy of the high level inquiry experienced teachers. (Author/EB)

ED 099 179 SE 016 340

Hartman, Dean DeVere

The Determination of the Applicability of the Fishbein Model of Attitudes in Ascertaining the Attitudes Toward Science Held by High School Students.

Pub Date 72

Note—154p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-29, 489, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*Attitudes, \*Attitude Tests, Doctoral Theses, Educational Research, \*Science Education, \*Secondary School Science, \*Student Attitudes

**Identifiers—Fishbein Model of Attitudes, Research Reports**

This study was undertaken to determine the applicability of the Fishbein model of attitudes in ascertaining the attitudes toward science held by high school students. The model proposed assumed that attitudes involve both cognitive and affective components. Acceptability of the psychometric properties of an instrument developed in this investigation was the criterion for judgment of applicability and was based primarily on the guidelines currently available for achievement tests. Calculations of the psychometric properties of the final instrument involved data gathered from a selected group of 505 selected high school students. Reliability estimates were based on internal consistency (Hoyt r) and stability (test-retest correlation). Criterion instruments employed were the SCIENCE A Scale, the Allison attitude inventory, and a measure based on the choices of students to enroll or not to enroll in an elective science course for the following year. The results indicated that the Fishbein model of attitudes was applicable to the measurement of attitudes toward science held by high school students, but the validity of the instrument for predicting the choice of a student to enroll or not to enroll in an elective science course was not confirmed. (Author/BR)

ED 099 180 SE 016 737

Smith, Thomas Eugene

On-Line Computer Terminal Performance on Science Related Tasks of Concept-Attainment.

Pub Date 72

Note—123p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2131, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Chemistry, College Science, \*Computer Assisted Instruction, \*Concept Formation, Doctoral Theses, Educational Research, \*Learning Processes, Science Education, \*Teaching Procedures

**Identifiers—Research Reports**

This study was designed to identify patterns of selections and performance characteristics displayed by individuals during a concept-attainment task. The relationships between selection patterns and individual characteristics were studied in addition to the effects of changes in task characteristics on selection patterns. The population was 200 elementary teacher education majors and 37 secondary science teacher education majors who were randomly selected. The concept-attainment tasks were presented to the learners with an on-line computer teletype terminal. The tasks were programmed simulations of the development of a chemical analysis scheme for identifying the presence of a contaminating substance. Analysis of variance of the selection patterns and the performance characteristics of the learner indicated significant differences between individuals but no significant differences within individuals across similar tasks. There was a trend to more correct identifications of the concept with a matrix presentation of feedback than with a linear presentation. Matrix presentation also tended to shift learners' patterns toward analytic style. (Author/BR)

ED 099 181 SE 016 808

Falk, Charles E.

Scientific Human Resources: Profiles and Issues.

National Science Foundation, Washington, D.C.

Report No.—NSF-72-304

Pub Date 72

Note—38p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (N51.2:5012, \$0.25)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

POSTAGE

Descriptors—Career Planning, Careers, \*Employment, Employment Projections, \*Engineers, Manpower Needs, Manpower Utilization, Scientific Manpower, \*Scientists

This publication is a report in which past trends and events relative to scientific manpower in the form of scientists and engineers are reviewed, the current status of the scientific manpower situation is described, and various assessments of possible future situations are compared. Within the last 25 years the situation has changed from one in which scientists and engineers had been able to pick the type of job desired and the geographic location to one of unemployment. The information contained in this report may be used as a sound, factual basis for future planning. (PEB)

ED 099 182 SE 016 935

Greenwell, Robert And Others

An Approach to the Teaching of Environmental Science.

Hardin County Board of Education, Elizabethtown, Ky.

Pub Date 10 Aug 71

Note—39p.; Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, Grade 9, Grade 10, Instructional Materials, Learning Activities, \*Natural Resources, Outdoor Education, \*Science Education, \*Secondary Education

This guide is designed to assist educators in developing an environmental education program for use in the ninth and tenth grades. The program guidelines focus on the potential dropout, encouraging the student to continue his education, but also exposing him to environmental understandings that contribute to positive environmental action throughout one's life. The guide is structured around the following two objectives: the development of a contributing, self-sufficient, responsible student, and the development of an environmentally aware citizen. The ninth-grade program is divided into four sections—land, plants, water, and air. Each section contains behavioral objectives, a program design, and evaluation strategies which examine both cognitive and affective outcomes. Suggested activities are included. The tenth-grade program is also divided into four sections—Natural Resources, Societal Forces for a Better Environment, Environmental Problems, and Your Role in the Environment. Each section contains behavioral objectives. A bibliography including reference

books for teacher and student use, information sources, filmstrips, and films concludes the guide. (TK)

**ED 099 183** 88 SE 016 945

Kallingal, Anthony

**Impact of Environmental Education for Guam Schools, An Evaluation.**

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Note—90p.; A related document is SE 018 298

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

#### POSTAGE

Descriptors—\*Conservation Education, \*Educational Programs, \*Environment, Environmental Education, \*Natural Resources, Outdoor Education, \*Science Education, Science Programs  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Guam

The 1972 Environmental Education for Guam Schools Project originated from the recognition of a need for environmental education on the island. The ultimate goal was to graduate citizens who were knowledgeable and conscientious about environmental concerns. This report describes and assesses the impact of this project on Guam and provides a source of feedback, a source of suggestions for further improvement, and a vehicle for dissemination of information. The report contains three categories of data—contextual data, program data, and evaluation data. Contextual data concern the economic and demographic factors of the locale and organizational and financial problems of the school system. Program data provide information on personnel, procedures, equipment, training, community involvement, and expenditures. The evaluation data focus on the behavioral objectives and goals, and instruments for measuring them. The final section, Conclusion and Recommendations, notes that the students in pilot schools developed an awareness of the need for, and interest in, preserving the environment. An overview of the curriculum adaptations, and a sample teacher evaluation sheet are included in the appendices. (Author/TK)

**ED 099 184** SE 016 990

Martin, Nancy

**Convergence Properties of a Class of Probabilistic Adaptive Schemes Called Sequential Reproductive Plans. Psychology and Education Series, Technical Report No. 210.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 31 Jul 73

Note—63p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

Descriptors—Computers, \*Computer Science Education, Educational Research, \*Genetics, Linear Programming, \*Mathematical Models, Reproduction (Biology), Science Education, Social Sciences

Presented is a technical report concerning the use of a mathematical model describing certain aspects of the duplication and selection processes in natural genetic adaptation. This reproductive plan/model occurs in artificial genetics (the use of ideas from genetics to develop general problem solving techniques for computers). The reproductive plan is a sequential stochastic process involving  $n$ -tuples (corresponding to chromosomes in genetics) which may be simple numeric constants or complex structures such as computer algorithms. The plan also involves a sequence of probability distributions defined over  $n$ -tuples. The report consists of five chapters: introduction; reproductive plans; deterministic problem bases; a chapter divided into sections on the search for an arena, the linear additive model, the linear models and pure problem bases; and conclusions. An appendix illustrating the theorem involved and a list of references conclude the report. (PEB)

**ED 099 185** 95 SE 017 047

Tanner, R. Thomas

**Operating Manual for Rachel Carson High. The Rachel Carson Project. Final Report.**

Corvallis School District 509J, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—BR-1-0839-FR

Pub Date Sep 72

Grant—OEG-0-71-4623

Note—35p.; Related documents are SE 017 048-

054

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Conservation Education, Curriculum Guides, \*Environmental Education, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Natural Resources, \*Program Content, \*Program Descriptions, \*Secondary Education, Teaching Guides

Identifiers—\*Rachel Carson Project

This manual describes the Rachel Carson Project, an attempt to introduce environmental education lessons and units into the existing courses of study within a high school. The document provides a rationale for proceeding in this manner rather than implementing environmental education through the introduction of new courses. Included is a description and evaluation of the innovation process. The process as proposed centered around a core planning team of three teachers utilizing released time to develop materials that were then to be tried in their classes. This plan was modified to include informal, individual conferences between project staff and the entire teaching staff. The appendixes of this report include 22 descriptions, by teachers and others, of lessons, unit plans, and other project activities. (Author/MLB)

**ED 099 186** 95 SE 017 048

Tanner, R. Thomas

**Man and Nature—A Literature Course. Project Reports, Volume 1, The Rachel Carson Project.**

Corvallis School District 509J, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—BR-1-0839

Pub Date Sep 72

Grant—OEG-0-71-4623

Note—104p.; Related documents are SE 017 047-054

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS**

#### POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, \*Literature Guides, Natural Resources, \*Secondary Education, Teaching Guides

Identifiers—\*Rachel Carson Project

This document is the first of seven volumes included in the Rachel Carson Project. The project attempts to introduce environmental education lessons and units into existing courses of study within a high school rather than to implement environmental education through the introduction of new courses. This volume focuses on English literature by emphasizing the environment through Edward Abbey's *DESERT SOLITAIRE*. The unit concludes with examples of student reactions to the thoughts presented that specifically related to environmental ethics. The volume includes an introduction to the teacher; the *DESERT SOLITAIRE* unit; related poetry, essays, stories, contemporary music, and films; suggested appropriate field trips; an annotated bibliography of books about wildlife; and a summation by the teacher who tried the course. (MLB)

**ED 099 187** 95 SE 017 049

Tanner, R. Thomas

**The American and His Environment—A Social Sciences Course. Project Reports, Volume 2, The Rachel Carson Project.**

Corvallis School District 509J, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—BR-1-0839

Pub Date Sep 72

Grant—OEG-0-71-4623

Note—73p.; Related documents are SE 017 047-054

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

Descriptors—\*Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, \*Secondary Education, \*Social Studies, Teaching Guides

Identifiers—\*Rachel Carson Project

This document is the second of seven volumes included in the Rachel Carson Project. The project attempts to introduce environmental lessons and units into existing courses of study within a high school rather than to implement environmental education through the introduction of new courses. This volume focuses on the social science area by emphasizing environment through Stuart Udall's *THE QUIET CRISIS*. The unit concludes with a study of participatory democracy in contemporary America with specific conservation organizations as examples. The volume includes *THE QUIET CRISIS* unit; suggested methods of instruction including games, contemporary music, and projects; a study of conservation organizations; a discussion on the meaning of "environmental backlash"; and examples of students' ideas solicited from an assignment regarding a land ethic for the future. (MLB)

**ED 099 188** 95 SE 017 050

Tanner, R. Thomas

**Environmental Studies in the Physical Sciences. Project Reports, Volume 3, The Rachel Carson Project.**

Corvallis School District 509J, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—BR-1-0839

Pub Date Sep 72

Grant—OEG-0-71-4623

Note—77p.; Related documents are SE 017 047-054

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

#### POSTAGE

Descriptors—Conservation Education, Curriculum Guides, Energy, \*Environmental Education, \*Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Natural Resources, Physical Sciences, \*Program Content, Program Descriptions, Secondary Education, Teaching Guides

Identifiers—\*Rachel Carson Project

This document is the third of seven accompanying volumes included in the Rachel Carson Project. The project attempts to introduce environmental education lessons and units into existing courses of study within a high school rather than to implement environmental education through the introduction of new courses. This volume reports the environmentally-related activities implemented in a physics and a chemistry program by two of the teachers involved in the project. The physics unit concentrates on a study of energy beginning with an introduction of the various forms of energy, i.e., kinetic, potential, work, and heat. Next is an examination of the first law of thermodynamics and its application to steam engines and power sources. The unit concludes with an inquiry into the environmental impact of energy use. A bibliography of the texts and materials used is included. The chemistry unit consists of environmental projects in three areas: literature research, model building, and field research. It includes examples of book reports, an example of a student investigation of the water quality of streams in the area, and a student project involving the construction of an electrostatic precipitator. (MLB)

**ED 099 189** 95 SE 017 051

Tanner, R. Thomas

**Environmental Studies in Several Science Courses. Project Reports, Volume 4, The Rachel Carson Project.**

Corvallis School District 509J, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—BR-1-0839

Pub Date Sep 72

Grant—OEG-0-71-4623

Note—84p.; Related documents are SE 017 047-054

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

#### POSTAGE

Descriptors—Conservation Education, Curriculum Guides, Ecology, \*Environmental Education, \*Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Natural Resources, \*Natural Sciences, \*Program Content, Secondary School Science, Teaching Guides

Identifiers—\*Rachel Carson Project

This document is the fourth of seven accompanying volumes included in the Rachel Carson

Project. The project attempts to introduce environmental education lessons and units into existing courses of study within a high school curriculum rather than to implement environmental education through the introduction of new courses. This volume reports the environmental education activities implemented in the following four special science courses: human ecology, science and society, marine biology, and natural history of Oregon. Course descriptions and objectives, possible topics for research, suggested lecture topics, field trips, annotated film lists, examples of student projects, tests, examples of student handouts, and bibliographies are among the instructional materials included in the report. (MLB)

**ED 099 190** 95 SE 017 052

*Tanner, R. Thomas*  
Case Studies of Conservation "Battles." Project Reports, Volume 5, The Rachel Carson Project. Corvallis School District 509J, Ore.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No.—BR-1-0839

Pub Date Sep 72

Grant—OEG-0-71-4623

Note—106p.; Related documents are SE 017 047-054

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Attitudes, Behavior, \*Case Studies (Education), \*Conservation Education, Curriculum Guides, \*Environmental Education, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Natural Resources, Program Content, \*Secondary Education, Teaching Guides, Values

Identifiers—\*Rachel Carson Project

This document is the fifth of seven accompanying volumes included in the Rachel Carson Project. The project attempts to introduce environmental lessons and units into existing courses of study within a high school curriculum rather than to implement environmental education through the introduction of new courses. This volume consists of two case studies of conservation organizations that were developed in an effort to help students gain understanding of ways the ordinary citizen can exercise his rights other than in the voting booth. Among the concepts covered during this developmental process were ecological concepts relating to ways man can alter an entire ecosystem, political concepts relating to understanding our political system and the decision-making processes, social-cultural concepts relating to ways our decisions reflect our values, and communication concepts demonstrating such subjective matters as "benefits" and "costs." Suggested questions for discussion and activities are included at the end of each case study. (MLB)

**ED 099 191** 95 SE 017 053

*Tanner, R. Thomas*  
Environmental Studies in Nine Courses at Crescent Valley High. Project Reports, Volume 6, The Rachel Carson Project.

Corvallis School District 509J, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No.—BR-1-0839

Pub Date Sep 72

Grant—OEG-0-71-4623

Note—75p.; Related documents are SE 017 047-054

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—Conservation Education, Curriculum Guides, Ecology, \*Environmental Education, \*Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Natural Resources, \*Program Content, \*Secondary Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—\*Rachel Carson Project

This document is the sixth of seven accompanying volumes included in the Rachel Carson Project. The project attempts to introduce environmental education lessons and units into existing courses of study within a high school curriculum rather than to implement environmental education through the introduction of new courses. This volume includes examples of the units and activities developed and implemented in the following high school courses: psychology; typing;

architecture; modern foreign languages including French, Spanish, and German; algebra; world studies; and home economics. The framework of each course is described, student goals are stated, the organization of the environmental unit is presented, and examples of student work are included. Suggested projects, materials needed, and suggested methodologies are among the contents of each course report. (MLB)

**ED 099 192** 95 SE 017 054

*Tanner, R. Thomas*  
Environmental Studies: Five Miscellaneous Reports. Project Reports, Volume 7, The Rachel Carson Project.

Corvallis School District 509J, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No.—BR-1-0839

Pub Date Sep 72

Grant—OEG-0-71-4623

Note—52p.; Related documents are SE 017 047-053

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Conservation Education, Curriculum Guides, Ecology, \*Environmental Education, \*Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Natural Resources, Pollution, \*Program Content, \*Secondary Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—\*Rachel Carson Project

This document is the last of seven volumes included in the Rachel Carson Project. The project attempts to introduce environmental education lessons and units into existing courses of study within a high school curriculum rather than to implement environmental education through the introduction of new courses. Included in this volume is a report demonstrating methods by which environmental education can be implemented in a course on futuristics, an illustration of cooperation between a segment of the community (specifically a conservation organization) and a high school biology class which provides environmental learning experiences for both groups, an extracurricular project involving the study of a nearby creek as a potential spawning site for anadromous fishes, a proposal to utilize industrial waste material for projects in a high school industrial arts class, and a paper developed specifically for the project by an agricultural economist concerning the economics of environmental quality. Descriptions of the projects, lists of available resource materials, and suggested study outlines are among the contents of the various reports. (MLB)

**ED 099 193** 88 SE 017 063

*Drake, Thomas S.*

A Report on Elementary School Curriculum Science Component, Project PRIMES: Progress Research in Meeting Elementary Standards.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Assessment, Educational Research, \*Elementary School Science, \*Evaluation, Instruction, Questionnaires, \*School Surveys, Science Education, Surveys  
Identifiers—Columbus, Elementary Secondary Education Act Title III, ESEA Title III, Ohio, \*Project PRIMES, Research Reports

Project PRIMES (Progress Research in Meeting Elementary Standards) is a Title III ESEA funded project charged with assisting Columbus (Ohio) public and parochial elementary schools in an on-site evaluation of science programs. The population included nine schools in Columbus. Input was received from 9 principals, over 90 teachers and 140 parents. The method used to evaluate was an opinionnaire created by principals and teachers from public and parochial schools in Columbus. The instrument was made up of six sections: equipment and materials, classroom programs, teacher strengths and weaknesses, staff strengths and weaknesses, organization and overall evaluation of the science program. The results of the study indicate that a

majority of the staff felt the science program is weak. There is a lack of equipment with the textbook-lecture approach used most often and few child-oriented activities. In addition, community resource personnel were not utilized. The major recommendations involved adopting programs that are activity oriented, making better use of resource teachers and improving communication in the area of materials and supplies. Finally on a state level, it is recommended that standards place too much emphasis on material objects per se and too little on the staff's knowledge of the use of these materials. (Author/BR)

**ED 099 194** SE 017 065

*Creager, Joan G. Ed.*

AIBS Education Review, Vol. 2, No. 5.

American Inst. of Biological Sciences, Washington, D.C. Education Div.

Pub Date Dec 73

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Biology, College Science, Computer Assisted Instruction, Environmental Education, Laboratory Procedures, Microbiology, \*Newsletters, Role Playing, Secondary School Science

Identifiers—AIBS, American Institute of Biological Sciences

Presented are the following articles: A Role for Computers in Teaching Biology; The Laboratory in General Microbiology; Rectifying the Misnomer; The "Message" of Pioneer 10: Interpretation and Role Playing for Beginning Science Students; The Project Oriented Laboratory as an Effective Teaching Method for Non-science Majors; Environmental Education Programs in the National Park Service: An Appeal to Reason; and two abstracts from the 24th Annual AIBS Meeting, Amherst, Massachusetts. (BR)

**ED 099 195** SE 017 066

Air Pollution Translations: A Bibliography with Abstracts - Volume 4.

Environmental Protection Agency, Research Triangle Park, N.C. Air Pollution Technical Information Center.

Report No.—AP-122

Pub Date Apr 73

Note—149p.; Related documents are Volume 1, ED 044 298, and Volume 2, ED 075 235

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (no price quoted); Air Pollution Technical Information Center, EPA, Research Triangle Park, NC 27711 (free as supplies permit, fed. employees; nonprofit organizations)

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Abstracts, \*Air Pollution Control, \*Annotated Bibliographies, Environment, \*Foreign Countries, Indexes (Locators), Pollution, Reference Materials, \*Technical Reports, Translation

This volume is the fourth in a series of compilations presenting abstracts and indexes of translations of technical air pollution literature. The entries are grouped into 12 subject categories: Emission Sources, Control Methods, Measurement Methods, Air Quality Measurements, Atmospheric Interaction, Basic Science and Technology, Effects—Human Health, Effects—Plants and Livestock, Effects—Materials, Effects—Economic, Standards and Criteria, and Legal and Administrative. Within the categories the entries are arranged in ascending order by APTIC (Air Pollution Technical Information Center) accession number. An author index, language index, and subject index refer to the abstracts by category letter and accession number. (RH)

**ED 099 196** SE 017 206

*Chiappetta, Eugene L. Collette, Alfred T.*

Process Versus Content in Elementary Science Teaching.

Syracuse Univ., N.Y. Dept. of Science Teaching.

Pub Date 73

Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Cognitive Development, Curriculum, \*Elementary School Science, Elementary School Students, \*Instruction, \*Process Education, \*Science Education, Science Instruction, Teacher Education

The purpose of the monograph was to determine if the process of science or the content of science should be emphasized in elementary school science teaching. The discussion attempts to show why process, and not content, should be the primary emphasis in elementary school science teaching by examining the history of elementary school science in the United States, cognitive development, and the preparation of teachers. The results indicate that educators regard the development of competence in use of the scientific method and the development of the scientific attitude the most important objectives of science instruction. Developmental psychologists such as Montessori, Piaget, and Bruner believe that child cognition is enhanced when pupils use the processes of science. Finally, there is evidence that elementary school teachers can be better trained to teach a process-oriented curriculum because it requires little understanding of the concepts and principles of science and does not require teachers to keep up to date with scientific information. (Author/BR)

ED 099 197 SE 017 275

DeBlanc, Jefferson Joseph

A Comparative Study of Science Academic Achievement of Senior High School Participants and Non-Participants in an Outdoor Educational Center - St. Martin Parish.

Pub Date 73

Note—167p.; Ed.D. Dissertation, McNeese State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-30,233, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Achievement, Doctoral Theses, Educational Research, \*Environmental Education, \*Inquiry Training, Instruction, Learning, \*Outdoor Education, \*Secondary School Science, Secondary School Students

Identifiers—\*Research Reports

This study has as its focus the science academic mean performance differences between senior high school pupils who have taken part in an outdoor educational center and those senior high school pupils who have not. An attempt was made to associate these differences with pupil participation in an outdoor educational center's offerings. A group of 285 senior high school science pupils was considered as the experimental group. Another group of 194 senior high school science pupils from a different school was used as the control group. The two groups were pretested and posttested with the same instrument. The treatment was 12 short science courses offered an outdoor educational center. The results indicated that students having outdoor education achieved a significant gain over science pupils not exposed to these programs. Whites appear to gain more in terms of science achievement than non-whites when involved in outdoor education. Finally, based on the findings, more consideration should be given to the inquiry role approach as a methodology for science instructional concepts. Such an approach presented in an outdoor educational environment seems to produce more student involvement and contribute to academic gains among below average science pupils. (BR)

ED 099 198 SE 017 336

Werling, Donn Paul

Environmental Education and Your School Site. Open Lands Project, Chicago, Ill.

Pub Date 73

Note—100p.

Available from—Open Lands Project, 53 W. Jackson Blvd., Chicago, IL 60604 (\$3.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Community Involvement, Conservation Education, Elementary Grades, \*Environmental Education, \*Guides, \*Land Use, Natural Resources, \*Outdoor Education, Science Education, \*Site Development

This handbook, designed primarily for use in the development of existing elementary school sites, has the overall objective of defining a process approach to the development of a school site for use in environmental education. This approach involves the student body, school personnel, and the community in the planning, development and use of the school site as a green island for school and community use. Specific objectives of the handbook are: (1) to establish a rationale

for developing school sites for use in environmental education: ecological, instructional, economic, and community benefits; (2) to provide guidelines for organizing a school site development effort; (3) to point out pitfalls one may encounter in site development efforts; (4) to provide strategies, ideas, and techniques for teachers to use in order to draw the most instructional benefit from the development and use of the school site; (5) to point out ways to achieve the maximum number of spin-off benefits from the development of the site; and (6) to provide selected references to written materials and available institutional and human resources. This handbook is written with the belief that one motivated individual can rally the school and community interest and support necessary to cooperatively develop a school site. (Author/BT)

ED 099 199 SE 017 349

McDermott, John J., Ed.

A Teacher's Guide for the Environmental Impact of Electrical Power Generation: Nuclear and Fossil. A Minicourse for Secondary Schools and Adult Education. Teacher's Guide.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn. Div. of Nuclear Education and Training.

Report No.—WASH-1262

Pub Date 73

Note—167p.; For the text, see SE 017 350

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—Adult Education, Conservation Education, Economics, \*Energy, \*Environmental Education, Environmental Influences, Fuels, \*Instructional Materials, Interdisciplinary Approach, Pollution, Science Education, \*Secondary Grades, \*Teaching Guides

Identifiers—Atomic Energy, \*Electric Power Generation, Nuclear Energy

According to this guide, the major goal of this minicourse, developed for secondary and adult education, is to have the student gather pertinent information relative to the generation of electrical energy and to draw his own conclusions concerning the need for this energy supply. If in his mind such a need exists, he should make a judgment as to the methods by which the energy should be produced. The job of the teacher is to "tell it like it is" and then to encourage the student to make his own judgments based on the evaluation of this information. Each chapter of this teacher's guide corresponds to a chapter in the text. There are five sections in each chapter dealing with behavioral objectives, suggested activities for that chapter, audiovisual aids, references, and selected readings to provide background material for the teacher. At the end of the teacher's guide is a decision-making model to help the reader analyze the information he has received. There are three appendices: the first concerning laboratory safety rules for working with radioactive substances, the second containing names and addresses of environmental action organizations, and the third an achievement test. (BT)

ED 099 200 SE 017 350

McDermott, John J., Ed.

The Environmental Impact of Electrical Power Generation: Nuclear and Fossil. A Minicourse for Secondary Schools and Adult Education. Text.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn. Div. of Nuclear Education and Training.

Pub Date 73

Note—97p.; For the teacher's guide, see SE 017 349

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Adult Education, Conservation Education, Economics, \*Energy, \*Environmental Education, Environmental Influences, Fuels, \*Instructional Materials, Interdisciplinary Approach, \*Natural Resources, Pollution, Science Education, \*Secondary Grades

Identifiers—Atomic Energy, \*Electric Power Generation, Nuclear Energy

This course, developed for use in secondary and adult education, is an effort to describe the cost-benefit ratio of the various methods of

generation of electrical power in an era when the requirement for additional sources of power is growing at an ever-increasing rate and environmental protection is a major concern. This course was written and compiled by an independent committee drawn from educators, engineers, health physicists, members of industry and conservation groups, and environmental scientists. Among the topics discussed are the increasing need for electrical power and methods for meeting this need, nuclear power and fossil fueled plants, the biological effects of nuclear and fossil fueled plants, wastes in the production of electric power, plant site considerations, energy conservation, and the environmental effects of electrical power generation. The appendices include a glossary of terms, a bibliography, a decision-making model and a brief outline of the procedures which must be followed by a utility in order to construct and operate a nuclear power plant. (BT)

ED 099 201 SE 017 364

Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. October 1973 Update.

International Planned Parenthood Federation, London (England).

Pub Date Oct 73

Note—78p.; See ED 058 084 for an earlier edition

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Demography, \*Family Planning, \*Foreign Countries, International Programs, \*Population Growth, \*Population Trends, Resource Materials, \*Social Sciences, \*Statistical Data, Tables (Data)

Population growth trends and family planning activities in Africa, America, Asia, Europe, and Oceania are summarized in this booklet developed by the International Planned Parenthood Federation. Narrative information for each continent gives a resume of population growth trends, reasons for the trends, population problems, policy formation, family planning attitudes, and government interest in matters of population and family planning. Following this, highlights of the family planning situation and basic demographic statistics are provided in table form for each country name. 1971 population estimate, birth and death rate per 1,000 for the most recent census or survey year, population growth rate percent for 1963-71, and a paragraph on the family planning situation in that country. (RH)

ED 099 202 SE 017 679

Dickison, Alexander Kane

An Investigation of Montana's Public High School Physics Program During the 1972-73 School Year.

Pub Date 73

Note—301p.; Ed.D. Dissertation, Montana State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-2066, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—\*Curriculum, Curriculum Research, Doctoral Theses, Educational Research, \*Physics, Science Education, Science Programs, \*Secondary School Science, \*Surveys

Identifiers—\*Montana, Research Reports

It was the purpose of this study to determine the status of physics teaching in Montana secondary public schools in 1972-73. The results of the investigation were compared to earlier studies to determine the progress that had been made in physics since 1959. The study concentrated on teaching objectives and such external factors as enrollment in physics, teaching assignments, teacher preparation in physics, and laboratory and supplemental materials available. Data were collected from the Fall Reports submitted by the school districts, questionnaires sent to all Montana high school physics teachers, and a visitation to 22 randomly selected schools. The return of requested instruments was about 80 percent. Major conclusions included: (1) high school physics was mainly for the better students; (2) the teaching objectives could be generalized to have been traditional, as were the textbooks used; (3) the academic preparation of the teachers had improved in the science and mathematics. The science course improvement projects courses

were used as supplementary texts by some teachers. Many still had 15 or less quarter hours in physics. Laboratory facilities had improved slightly. (Author/EB)

ED 099 203 SE 017 718

Pooler, Richard L.  
An Instructional Paradigm and the Development of Diet History Materials.

Pub Date [74]

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Dietetics, Educational Research, Instruction, \*Instructional Materials, Models, Program Descriptions, Science Education, \*Teaching Models

This article describes an instructional program which starts with the student and then identifies three elements which operate interactively as a means to achieving desired ends. The three elements (educational objectives, learning experiences, and evaluation activities), when specified and cross-checked, yield a configuration indicating what the student is to achieve, how he is to achieve it, and how he will know he has achieved it. The goodness of fit of the program was depicted by developing instructional materials to assist students in completing a diet history. The design of the forms called for the gradual shaping of the students' behavior over two distinctive periods of instruction and incorporating a self-scoring diagnostic checklist. The forms were in the developing stage at the time of this publication. Copies of the forms are included. (Author/EB)

ED 099 204 SE 017 871

Howlett, Kenneth Donn

A Study of the Relationship Between Piagetian Class Inclusion Tasks and the Ability of First Grade Children to Do Missing Addend Computation and Verbal Problems.

Pub Date 73

Note—108p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-8376, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Doctoral Theses, \*Elementary School Mathematics, Grade 1, \*Learning, Mathematics Education, Problem Solving, \*Research, \*Subtraction Identifiers—Piaget (Jean), Research Reports

The problem was to determine the relationship between performance on Piagetian class inclusion tasks and on missing-addend computation and verbal problem tasks for first-grade students, and to describe the methods used by the children in solving both the missing-addend and the verbal problem tasks. From 168 first-grade students who received a perfect score on a twelve-item addition fact test, 130 were randomly selected, given an individually administered class inclusion test, and classified as being in stage I, II, or III. The 61 stage I and 54 stage III children then participated in the study. They were given investigator-constructed missing-addend computation and verbal problem tests; twelve students from each of the stages were randomly selected and individually interviewed to solicit the methods used to solve the examples. Univariate ANOVA procedures were used to show that stage III children performed significantly better than stage I children on all subgroups of problems. Both stage I and III children performed significantly better on missing-addend computation than on verbal problems. The description of the methods that children used to solve problems led to the finding that stage III children process each type of problem differently than stage I children. (Author/DT)

ED 099 205 SE 017 872

Akkerhuis, Gerard

A Comparison of Pupil Achievement and Pupil Attitudes with and without the Assistance of Batch Computer-Supported Instruction.

Pub Date 74

Note—77p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-9052, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, \*Computer Assisted Instruction, Doctoral Theses, \*Elementary School Mathematics, Grade 6, \*Instruction, Mathematics Education, \*Research, Teaching Techniques

The purpose of this study was to test the effect of Batch Computer-Supported Instruction (Batch CSI), an inexpensive method of involving ordinary classroom groups with the computer, on students' cognitive skills in mathematical computation and comprehension and on affective attitudes toward mathematics and the computer. Additionally, a correlational study was made of teacher attitude toward Batch CSI and class success in using the program. Pretests were given to 18 sixth-grade classes in one community; then 9 classes were randomly selected as the experimental group, which received 18 weeks of Batch CSI in mathematics involving student-made problems on worksheets and computer printouts of these problems. Posttests were given to all 18 classes. Student gains in the experimental group were compared with control group gains through the use of the t-test. Results showed that in the cognitive areas, significant differences were found for mathematics comprehension skills but not for computation skills. In the affective areas, significant differences were found for student attitude toward mathematics but not for attitude toward the computer. Analysis of a survey questionnaire completed by each experimental teacher showed that the higher the opinion a teacher held of Batch CSI, the better his class did with it. (Author/DT)

ED 099 206 SE 018 099

Scottish Schools Science Equipment Research Centre, Bulletin No. 72, June, 1974.

Scottish Schools Science Equipment Research Centre, Edinburgh.

Pub Date Jun 74

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Chemistry, Electric Circuits, Electronics, \*Laboratory Equipment, \*Physics, Science Education, \*Science Equipment, Secondary School Science Identifiers—Scotland

This issue of the newsletter discusses, in much detail, physics equipment useful for the construction of logic units; and alerts science teachers to the fact that ammonia can be made to burn in air. (PEB)

ED 099 207 SE 018 100

Blackford, Walter

Conservation and Environmental Education in the Western States. Second Edition.

California State Dept. of Education, Sacramento.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—37p.; An earlier edition is ED 063 147

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Conservation Education, \*Environmental Education, Natural Resources, \*Programs, \*Reports, \*State Agencies, \*State Departments of Education, Surveys

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

In an effort to facilitate cooperation on a state and regional basis to develop and support environmental education programs, the Western Regional Environmental Education Project is being conducted. The purpose of this report is to provide data on the status of state level programs conducted by Departments of Education and resource management agencies. A separate report is compiled for each state covering the following topics: state laws or policies; educational agency activities and responsibilities; resources agency activities and responsibilities; outstanding local programs; state level advisory committee; special state funding programs; testing and evaluation; resident outdoor programs; and additional information. Also included are a general summary of the above information; conclusions in the areas of personnel, funding, legislation, state agency cooperation, and evaluation; a data summary chart; list of state publications; and a list of council members from the 13 western states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. (RH)

ED 099 208 88 SE 018 219

Tire Production and Pollution Control. Environmental Education Curriculum. Revised. Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Dec 73

Note—125p.; Best copy available

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Curriculum Guides, \*Environmental Education, Industrial Technology, \*Industry, Learning Activities, \*Pollution, Science Education, \*Secondary School Science, Technology, Wastes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Tire Production

This unit was developed to introduce secondary students to the many facets of a typical, large manufacturing plant - the Topeka Goodyear Tire and Rubber Company - in an effort to increase awareness of sound environmental practices in industry. Its five major foci include the production of tires and quality control procedures; applications of physical science to the design, testing and production of tires; the economics of production and pollution control; solid waste disposal problems and solutions; and sound pollution and its control. Also included are activities relating to tire design and decomposition products of a landfill. A pretest-posttest instrument to aid in evaluating student performance and the behavioral objectives for each major concern are provided. Also included are annotated film and slide tape lists and scripts and patterns for making relevant transparencies. (MLB)

ED 099 209 88 SE 018 225

Abbott, Verlin M.

Social Aspects of Conservation - Two Considerations: Clothing - Dress and Recreation - Leisure.

Environmental Ecological Education Project.

Parkway School District, Chesterfield, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—164p.; Marginal legibility on certain sections

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Clothing, Conservation Education, \*Curriculum Guides, \*Environmental Education, Environmental Influences, \*Instructional Materials, Learning Activities, \*Leisure Time, Natural Resources, Recreational Activities, \*Secondary Education, Social Environment, Social Influences, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, designed for eighth-grade school students, combines two sociological factors that affect the environment and the standard of living. Divided into two complete parts, Clothing - Dress and Recreation - Leisure, it examines the interrelationships of people's values and available natural resources. The section on clothing and dress covers the historical function of clothes, the motivations for wearing particular kinds of clothes, textile development, natural resources needed to produce particular fabrics, and predictions of clothing styles of the future. It culminates in a discussion about setting priorities on clothing style rather than on conservation of resources. The second part of the unit looks at the reasons for increased leisure time in our society emphasizing the value of wise use of this time. Among the concepts presented are the effect of a growing population on available recreational facilities, the psychological need for leisure time activities, and the expanded career opportunities as a result of increased leisure time. Each section includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, suggested methodologies for teaching each concept, relevant background information, suggested student data sheets and an appendix of additional available resource material. (MLB)

ED 099 210 88 SE 018 238

Helfrich, Carl And Others

**This Land is Your Land. The Problem of Land Utilization. Environmental Ecological Education Project.**

Parkway School District, Chesterfield, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [1973]

Note—82p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Conservation Education, Curriculum Guides, \*Environmental Education, Environmental Influences, Grade 7, Instructional Materials, \*Land Use, Learning Activities, \*Natural Resources, \*Secondary Education, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, written for seventh-grade school children, focuses on the variety of factors that are involved in land utilization. It specifically examines land use in St. Louis County, Missouri, and discusses such concepts as the variety of ways man has used this land, the influence surface features have on land use, the influence of socio-cultural factors on land use, the effect of natural disasters—particularly in regard to improper land use, and the variety of careers in every aspect of land use. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, suggested methodologies for teaching each concept, a bibliography of both teacher and student resource books, a glossary of terms, a list of appropriate films, and environmental resource inventory data sheets for each of the junior high schools in the Parkway School District. (MLB)

ED 099 211 88 SE 018 240

Abbott, Verlin M.

Communication: Within the School Site, Community, and Area Into Space. Environmental Ecological Education Project. Revised, June 1972.

Parkway School District, Chesterfield, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date June 72

Note—49p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Communication (Thought Transfer), Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, \*Mass Media, \*Primary Grades, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, intended for primary grades K-3, covers various aspects of communication through the use of environmental resources at the school site and in the surrounding community. Among the concepts discussed are the definition of communication, ways animals and humans communicate and receive communication, the development of communication, the impact of modern means of communication on our way of life, various skills needed to communicate successfully, and occupations involved in this area. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, teacher background information, a suggested instructional sequence, a bibliography of student resources, lists of appropriate records and films to use with the unit and student data sheets. (MLB)

ED 099 212 88 SE 018 242

Abbott, Verlin M.

The Changing Scene - A Short History of the Parkway Area. Environmental Ecological Education Project. Revised June 1972.

Parkway School District, Chesterfield, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date June 72

Note—80p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Community, \*Community Characteristics, \*Curriculum Guides, Ecology, \*Elementary School Curriculum, Environmental Education, History, \*Instructional Materials, Natural Resources, Social Sciences, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, developed for elementary school use, is designed to introduce the student to the interesting events and people of the past who helped shape the present community of Parkway, Missouri. It can be correlated with other subjects the class may be studying such as Indians, pioneers, Civil War, and Missouri history. The unit includes behavioral objectives and the expected student criteria for evaluation for both primary (K-3) and immediate (4-6) grade levels; pretests and posttests for both levels; general background information including discussions of towns, schools, homes, churches, cemeteries and careers; four historical tour possibilities in the area with maps and suggested stops; a bibliography listing appropriate supplemental readings and films; and a supplementary section with student data sheets, lists of local resource people and two related student craft activities. A secondary objective of the unit is to provide new citizens of Parkway with information about the history of the area. (Author/MLB)

ED 099 213 88 SE 018 243

Abbott, Verlin M.

"Boonsville to Doomsville" - Development of Industry Within a Community. Environmental Ecological Education Project. Revised, July 1973.

Parkway School District, Chesterfield, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date July 73

Note—188p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, \*Industrialization, \*Industry, Instructional Materials, Learning Activities, Natural Resources, School Industry Relationship, \*Secondary Education, Teaching Guides, Units of Study (Subject Fields), Values

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit, developed for use with junior high school students, focuses on industry as an integral part of community life. It discusses factors industry should consider before choosing a location; it attempts to demonstrate that industry should not always be regarded negatively in a given community, but rather that it can benefit a community by providing employment opportunities and additional tax revenue. The unit stresses the manufacturing and processing aspects of production and not the distribution and retailing features. It also emphasizes the value of cooperation between industry and local citizens. Two publications necessary to teach the unit are listed along with additional teaching aids in a section for the teacher. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, teacher background information, a suggested instructional sequence, a bibliography of both student and teacher resources, student data sheets and readings. (MLB)

ED 099 214 95 SE 018 277

Edwards, William C. Larson, Robert J.

Environmental Activities, Junior High School.

Laramie County School District 1, Cheyenne, Wyo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—94p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, Ecology, Educational Programs, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, \*Junior High Schools, \*Learning Activities, Lesson Plans, Natural Resources, Outdoor Education, Program Development, Science Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This guide, for use at the junior high level, is aimed at helping our youth become more knowledgeable concerning the environment and associated problems, thus making them aware of how to solve these problems and motivating them to work toward their solution. Among the subjects discussed are art in nature, erosion, body pollution, water pollution, finding edible plants for food, outdoor cooking, noise pollution, television and the ecology image, cemeteries, watersheds, recycling, natural dyes, and aesthetics. Each learning activity includes behavioral objectives, directions to the teacher and students, materials needed, references, and a listing of related audiovisual materials. This guide is designed to help teachers effectively implement environmental education into the classroom. (BT)

ED 099 215 95 SE 018 278

Larson, Robert J.

Environmental Activities, Senior High School.

Laramie County School District 1, Cheyenne, Wyo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—89p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, Ecology, Educational Programs, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, \*Learning Activities, Lesson Plans, Natural Resources, Program Development, Science Education, \*Secondary Grades

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This guide, for use at the secondary level, is designed to create future citizens who will be aware and understanding of their natural environment. Among the subjects discussed are advertising as an ecological cop-out, recycling, optimum environments, hydroponics, pest control by means of ultrasonic vibrations, the effectiveness of Cottrell Precipitation on controlling smoke pollution, and chemical tests for lead and phosphate pollution. Each learning activity includes behavioral objectives, directions to the teacher and students, lists of materials needed, references, and a listing of related audiovisual materials. (BT)

ED 099 216 95 SE 018 289

A Multidisciplinary Process Curriculum in Environmental Education, Grade 1.

Edmonds School District 15, Lynnwood, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-5436

Note—135p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Conservation Education, \*Curriculum Guides, \*Elementary Education, \*Environmental Education, Field Trips, Grade 1, Instructional Materials, Learning Activities, Outdoor Education, Primary Education, \*Science Education, Teaching Guides

This first grade curriculum guide is based on a multidisciplinary approach to environmental education. The guide includes activities, guidelines for field trip planning, and a resource section. The guide deals with the subjects of animals, air, water, and litter. Each subject section includes activities based on the physical characteristics, man's use, and man's misuse of the subject. These activities may be used individually or in sequence, and aim to promote the development of positive attitudes toward the environment. Each activity lesson provides the teacher with objectives, teacher background information, a materials list, a preactivity, the activity, a postactivity, supplemental activities, and illustrations intended for copying. Guidelines for conducting a field trip are included to facilitate the teacher in teaching in the out-of-doors. The guidelines cover pre-field trip, field trip, and post-field trip planning. A resource section includes speakers, films, free and inexpensive materials, pamphlets, and conservation and environmental groups which may be contacted for information on environmental topics. (TK)

ED 099 217 95 SE 018 290

**A Multidisciplinary Process Curriculum in Environmental Education, Grade 2.**

Edmonds School District 15, Lynnwood, Wash.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-5436

Note—147p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Conservation Education, \*Curriculum Guides, \*Elementary Education, \*Environmental Education, Field Trips, Grade 2, Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, \*Science Education, Teaching Guides

This second grade curriculum guide is based on a multidisciplinary approach to environmental education. The guide includes activities, guidelines for field trip planning, and a resource section. The guide deals with the subjects of plants, soil, and litter. Each subject section includes activities based on the physical characteristics, man's use, and man's misuse of the subject. Activities may be used individually or in sequence, and aim to promote the development of positive attitudes toward the environment. Each activity provides the teacher with objectives, teacher background information, a materials list, a preactivity, the activity, a postactivity, supplemental activities, and illustrations intended for copying. Guidelines for conducting a field trip are included to facilitate the teacher in teaching in the out-of-doors. The guidelines cover pre-field trip, field trip, and post-field trip planning. A resource section includes speakers, films, free and inexpensive materials, pamphlets, and conservation and environmental groups which may be contacted for information on environmental topics. (TK)

ED 099 218 95 SE 018 291

**A Multidisciplinary Process Curriculum in Environmental Education, Grade 3.**

Edmonds School District 15, Lynnwood, Wash.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-5436

Note—111p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Conservation Education, \*Curriculum Guides, \*Elementary Education, \*Environmental Education, Field Trips, Grade 3, Instructional Materials, Outdoor Education, Primary Education, \*Science Education, Teaching Guides

This environmental curriculum guide is designed for teacher use in the third grade. A collection of multidisciplinary activities, guidelines for conducting field trips, and a resource section are included. The activities are organized within three categories—awareness, man's use, and problem solving. They are designed to provide the student with opportunities to make observations, collect and record data, interpret the data, and summarize. The use of these activities, either individually or in sequence, aims to establish a climate of pupil participation, discussion, and interaction. Each activity is classified by topic, subject, completion time, and grade level. All activities include: objectives, a materials list, teacher background information, a preactivity, the activity, a postactivity, and additional activities. Guidelines for conducting a field trip are included to facilitate the teacher in teaching her students in the out-of-doors. The guidelines cover pre-field trip, field trip, and post-field trip planning. The resource section lists speakers, films, free and inexpensive materials, pamphlets, and conservation and environmental groups which may be contacted for information about environmental topics. (TK)

ED 099 219 95 SE 018 292

**A Multidisciplinary Process Curriculum in Environmental Education, Grade 4.**

Edmonds School District 15, Lynnwood, Wash.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-5436

Note—118p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—\*Conservation Education, \*Curriculum Guides, \*Elementary Education, \*Environmental Education, Field Trips, Grade 4, Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, \*Science Education, Teaching Guides

This environmental education curriculum guide is designed for teacher use in the fourth grade. A collection of multidisciplinary activities, guidelines for conducting field trips, and a resource section are included. The activities are organized within three categories—awareness, man's use, and problem solving. They are designed to provide the student with opportunities to make observations, collect and record data, interpret the data, and summarize. The use of these activities, either individually or in sequence, aims to establish a climate of pupil participation, discussion, and interaction. Each activity is classified by topic, subject, completion time, and grade level. All activities include: objectives, a materials list, teacher background information, a preactivity, the activity, a postactivity, and additional activities. Guidelines for conducting a field trip are included to facilitate the teacher in teaching her students in the out-of-doors. The guidelines cover pre-field trip, field trip, and post-field trip planning. The resource section lists speakers, films, free and inexpensive materials, pamphlets, and conservation and environmental groups which may be contacted for information about environmental topics. (TK)

ED 099 220 95 SE 018 293

**A Multidisciplinary Process Curriculum in Environmental Education, Grade 5.**

Edmonds School District 15, Lynnwood, Wash.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-5436

Note—144p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—\*Conservation Education, \*Curriculum Guides, \*Elementary Education, \*Environmental Education, Field Trips, Grade 5, Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, \*Science Education, Teaching Guides

This environmental curriculum guide is designed for teacher use in the fifth grade. A collection of multidisciplinary activities, guidelines for conducting field trips, and a resource section are included. The activities are organized within three categories—awareness, man's use, and problem solving. They are designed to provide the student with opportunities to make observations, collect and record data, interpret the data, and summarize. The use of these activities, either individually or in sequence, aims to establish a climate of pupil participation, discussion, and interaction. Each activity is classified by topic, subject, completion time, and grade level. All activities include: objectives, a materials list, teacher background information, a preactivity, the activity, a post activity, and additional activities. Guidelines for conducting a field trip are included to facilitate the teacher in teaching her students in the out-of-doors. The guidelines cover pre-field trip, field trip, and post-field trip planning. The resource section lists speakers, films, free and inexpensive materials, pamphlets, and conservation and environmental groups which may be contacted for information about environmental topics. (TK)

ED 099 221 95 SE 018 294

**A Multidisciplinary Process Curriculum in Environmental Education, Grade 6.**

Edmonds School District 15, Lynnwood, Wash.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-5436

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors—\*Conservation Education, \*Curriculum Guides, \*Elementary Education, \*Environmental Education, Field Trips, Grade 6, Instructional Materials, Natural Resources, Outdoor Education, \*Science Education, Teaching Guides

This environmental curriculum guide is designed for teacher use in the sixth grade. A collection of multidisciplinary activities, guidelines

for conducting field trips, and a resource section are included. The activities are organized within three categories—awareness, man's use, and problem solving. They are designed to provide the student with opportunities to make observations, collect and record data, interpret the data, and summarize. The use of these activities, either individually or in sequence, aims to establish a climate of pupil participation, discussion, and interaction. Each activity is classified by topic, subject, completion time, and grade level. All activities include: objectives, a materials list, teacher background information, a preactivity, the activity, a postactivity, and additional activities. Guidelines for conducting field trips are included to facilitate the teacher in teaching her students in the out-of-doors. The guidelines cover pre-field trip, field trip, and post-field trip planning. The resource section lists speakers, films, free and inexpensive materials, pamphlets, and conservation and environmental groups which may be contacted for information about environmental topics. (TK)

ED 099 222 88 SE 018 298

Kallingal, Anthony

**Environmental Awareness in Guam Elementary Schools. An Evaluation of the Environmental Education for Guam Schools Project 1973-74.**

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Note—84p.; A related document is SE 016 945

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Affective Behavior, Attitudes, Cognitive Development, \*Cognitive Measurement, Conservation Education, Curriculum Evaluation, Educational Programs, \*Elementary Grades, \*Environmental Education, \*Evaluation, Interests, Program Evaluation, Science Education, Values

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Guam

This program, developed for the primary grades, was started in September 1972 with the ultimate goal being the development (sixth-grade students) of citizens knowledgeable and conscientious about environmental concerns. A cadre of specially trained teachers utilized the adapted SCIS materials with emphasis on student planning and involvement, independent projects, and outdoor activities. In September 1973 the project was expanded horizontally. The final evaluation made assessments of cognitive developments, affective improvements and overall project success as perceived by teachers in the project. At all grade levels cognitive achievement, as measured by criterion referenced tests, surpassed expected levels. Acquisition of scientific attitudes was judged by individual teachers by means of a rating scale; in all grades the percentages of those who received higher than average ratings surpassed the expected level of 60 percent when the ratings on all factors were averaged. Using Semantic Differential scales, graduates of the program were appraised on the development of a positive attitude toward conservation of the environment; more than 60 percent were found to be in the ideal quadrant of the semantic space; it was inferred that the majority of the program participants developed desired levels of favorable attitudes. (Author/BT)

ED 099 223 88 SE 018 303

Starkey, Sharon

**Look Around You. A Primary Student Activity Book Introducing Basic Environmental Concepts.**

Broward County School Board, Fort Lauderdale, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Conservation Education, \*Elementary Education, Environment, \*Environmental Education, Evaluation, \*Instructional Materials, Learning Activities, \*Primary Education, \*Science Education, Study Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This activity book, designed for student use, introduces environmental concepts to the primary student. The basic concept around which the guide is developed is the idea that the environment contains many interdependent things. Water, wind, clouds, non-living objects, plants, animals, and pollution are dealt with as part of the primary student's environment. These ideas are introduced to the student through a poem-story. Each page of the story is illustrated and there is an object missing from each illustration. The student must decide what is missing from the pictured environment. The missing objects are pictured at the end of the story, and the student is instructed to color, cut, and paste the object in the appropriate picture, completing the environment. A post-test completes the guide; it is a multiple choice test designed to be administered orally to the student. (TK)

ED 099 224 88 SE 018 304

Monsour, William

**Eutrophication, A Natural Process.**

Broward County School Board, Fort Lauderdale, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—21p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Conservation Education, Environment, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Language Arts, Natural Resources, \*Science Education, Secondary Education, Social Studies, \*Teaching Guides, Unit Plan, \*Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Eutrophication

This environmental education learning unit deals with the topic of eutrophication. The unit is designed to allow secondary teachers of science, language arts, and social studies to use it as supplementary material in their classroom. Teacher information, unit objectives, the unit text, and appendices are included. The teacher information section provides the teacher with directions and suggestions for use of the unit. The objective around which the unit is designed is to provide the student with information, knowledge, and data on eutrophication. The unit reflects the objective, consisting of a text which deals with the formation of lakes, the effects of nutrients, time, and sedimentation on the process of eutrophication, and the causes and effects of cultural eutrophication. A diagram of factors affecting the eutrophication of lakes, a list of essential algae nutrients, a multiple choice pre-post test and key, and a bibliography are included in the appendices. (TK)

ED 099 225 88 SE 018 305

Monsour, William, Comp. Moyer, Maureen, Comp.

**Hydrology of Southeast Florida and Associated Topics.**

Broward County School Board, Fort Lauderdale, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—179p.

EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE

Descriptors—Citizen Participation, Conservation Education, \*Environment, \*Environmental Education, Natural Resources, Pollution, Public Affairs Education, Science Education, \*Water Pollution Control, \*Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Florida

This booklet deals with the hydrology of southeastern Florida. It is designed to provide the citizen, teacher, or student with hydrological information, to promote an understanding of water resources, and to initiate conservation practices within Florida communities. The collection of articles within the booklet deal with Florida water resources and Florida water problems, but much of the information is applicable to other areas. Topics such as the hydrologic cycle, ground water aquifers, water resources and demands, water quality, the Everglades, and water-life are covered, accompanied by maps, diagrams, tables,

and illustrations. The articles are written by various people—engineers, environmentalists, researchers—or are excerpts from publications or speeches and present different viewpoints on controversial issues. A brief historical overview of the hydrology of Florida, a glossary, and reference list are also included. (TK)

ED 099 226 88 SE 018 306

Kraynak, Ola

**Freddie Fish. A Primary Environmental Study of Basic Numerals, Sets, Ordinals and Shapes.**

Broward County School Board, Fort Lauderdale, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—19p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Conservation Education, Elementary Education, \*Elementary School Mathematics, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, \*Mathematics Education, Natural Resources, Pollution, \*Science Education, Teaching Guides, Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This teacher's guide and study guide are an environmental approach to mathematics education in the primary grades. The mathematical studies of the numerals 0-10, ordinals, number sets, and basic shapes—diamond, circle, square, rectangle, and triangle—are developed through the story of Freddie Fish and his search for clean water. The preservation of wildlife and natural areas, and environmental stress limits are the environmental concepts behind this story of water pollution. The guide includes an illustrated story section, teacher information, objectives, suggested activities, and a post-test to be used after completing the guide. (TK)

ED 099 227 88 SE 018 411

Helgeson, Stanley L. And Others

**Science Education: Abstracts and Index From RESEARCH IN EDUCATION, 1966-1972.**

Pub Date 73

Note—704p.

Available from—Education Associates, Inc., P.O. Box 441, Worthington, OH 43085 (\$22.00)

Document Not Available from EDRS.

Descriptors—\*Abstracts, \*Bibliographies, College Science, Elementary School Science, Engineering, Environmental Education, \*Indexes (Locators), Information Dissemination, \*Information Retrieval, \*Science Education, Sciences, Secondary School Science

Identifiers—\*ERIC SMEAC

This publication contains abstracts and indexes to selected documents announced in RESEARCH IN EDUCATION from 1966 to 1972. Documents indexed include instructional materials, research reports, teaching guides, and other items. The compilation is designed to serve as an effective tool to assist teachers, researchers, curriculum developers, librarians, administrators, and others concerned with science education. The first section of the document contains abstract entries; in the remaining sections the abstracts are indexed by subject, identifier, author, and institutional author. Supplements and accumulative indexes will be issued each year. (Author/RH)

ED 099 228 88 SE 018 420

Quinn, Allie

**A Manual for a Volunteer Field Aide Program.**

Hanover Conservation Council, N.H.

Pub Date [74]

Note—68p.

Available from—Regional Center for Educational Training, Wilson Hall, Hanover, NH 03755 (\$1.50)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, Educational Resources, Environment, \*Environmental Education, Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, \*School Aides, \*Teacher Aides, \*Teaching Guides

This guide presents a curriculum for a volunteer field aide program. The guide is based on a program that was conducted in New Hampshire that trained volunteers to assist teachers in out-

door environmental education ventures. It was found that the aides helped teachers to expand their existing programs by assisting in supervision, research and program development, and instruction. This guide provides a framework for other teacher groups wishing to develop an aide program. The volunteer aide program is based on 15 sessions of inter-disciplinary environmental education instruction. These activities and concepts in the 15 sessions are aimed at familiarizing the aide with ecological concepts, techniques for field work with children, and teaching approaches stressing inquiry and discovery. The 15 sessions, which cover such topics as the inquiry approach, classifying, field and forest communities, compass and mapping skills, and mathematics, are covered in the guide. Each session focuses on one topic and includes activities, suggestions, references, diagrams, and illustrations. Suggestions for organizing an aide program, sample registration forms, a bibliography and resources are also included. (TK)

ED 099 229 88 SE 018 432

Junglas, Mary R. And Others

**Environmental Learning Experiences: Bio-Physical, Junior High School.**

Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—97p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, Environment, \*Environmental Education, Instructional Materials, Junior High School Students, Learning Activities, Natural Resources, \*Sciences, \*Secondary Education, \*Secondary School Science, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education curriculum guide was developed for teacher use at the junior high school level. Although the guide deals with the bio-physical aspects of the environment, it is designed to encourage an integration of the disciplines into an inter-disciplinary approach. The volume consists of a set of ideas, activities, and opinions which will help teachers and students generate a positive approach to the environment. The guide is divided into the following six units: Earth Thoughts, which deals with value clarification; Quality of Life, which examines the quality of environmental components; Environmental Inventory, which presents methods for conducting an environmental inventory and analysis; Environmental Management, which identifies procedures used to monitor, control, and change the environment; Community Problems, which suggests steps for investigating community environmental problems; and Futurism, an activity oriented unit, which involves students in creative thinking and problem solving. Each unit contains an introduction, stating the purpose and background, instructional objectives, experiences, and references. The experiences of each unit are based on objectives which relate to the subject of the unit. Several activities, which reflect and reinforce the objective, are included in each experience. (TK)

ED 099 230 88 SE 018 433

Junglas, Mary R. And Others

**Environmental Learning Experiences: Bio-Physical, Senior High School.**

Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—115p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, Environment, \*Environmental Education, Instructional Materials, Learning Activities, Natural Resources, \*Sciences, \*Secondary Education, \*Secondary School Science, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education curriculum guide was developed for teacher use at the senior high

school level. Although the guide deals with the bio-physical aspects of the environment, it is designed to encourage an integration of the disciplines into an inter-disciplinary approach. The volume consists of a set of ideas, activities, and opinions which will help teachers and students generate a positive approach to the environment. The guide is divided into the following six units: Earth Thoughts, which focuses on the student as an integral part of the environment; Quality of Life, which encourages the student to establish what determines his personal quality of life; Environmental Inventory, which examines tools and methods used to investigate environmental problems; Environmental Management, which develops an approach to management through the investigation of a system of water management; Community Problems, which develops an awareness of environmental problems; and Futurism, which looks at changes, developments, and directions in technology. Each unit contains an introduction, stating the purpose and background, instructional objectives, experiences, and references. The experiences of each unit are based on an objective which relates to the subject of the unit. Several activities are included in each experience. (TK)

ED 099 231 88 SE 018 434

Junglas, Mary R. And Others

Environmental Learning Experiences: Socio-Cultural, Junior High School. Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—74p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, Environment, \*Environmental Education, \*Instructional Materials, Junior High School Students, Learning Activities, Natural Resources, \*Secondary Education, \*Sociocultural Patterns, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education curriculum guide was developed for teacher use at the junior high school level. Although the guide deals with the socio-cultural aspects of the environment, it is designed to encourage an integration of the disciplines into an inter-disciplinary approach. The volume consists of a set of ideas, activities, and opinions which will help teachers and students generate a positive approach to the environment. The guide is divided into the following seven units: Earth Thoughts, which examines various viewpoints of man's relationship to the environment; Quality of Life, which encourages the student to examine and evaluate his life goals; Environmental Inventory, which deals with the processes of research, observation, evaluation and organization; Environmental Management, which examines how one's community deals with concerns related to environmental management; Environmental Politics, which looks at environmental realities; Community Problems, which examines the functions of a community and its problems; and Futurism, which considers the stress of technological change. Each unit contains an introduction, stating the purpose and background, instructional objectives, experiences and references. The experiences of each unit are based on an objective which relates to the subject of the unit. Several activities are included in each experience. (TK)

ED 099 232 88 SE 018 435

Junglas, Mary R. And Others

Environmental Learning Experiences: Socio-Cultural, Senior High School. Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—90p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Conservation Education, \*Curriculum Guides, Environment, \*Environmental Education, \*Instructional Materials, Learning Activities, Natural Resources, \*Secondary Edu-

cation, \*Sociocultural Patterns, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education curriculum guide was developed for teacher use at the senior high school level. Although the guide deals with the socio-cultural aspects of the environment, it is designed to encourage an integration of the disciplines into an inter-disciplinary approach. The volume consists of a set of ideas, activities, and opinions which will help teachers and students generate a positive approach to the environment. The guide is divided into the following seven units: Earth Thoughts, which deals with attitudes, their identification, variety, and selection; Quality of Life, which concerns the process of valuation; Environmental Inventory, which focuses on historical influences, their impact and importance; Environmental Management, which identifies how a community deals with the management of the environment; Politics of Environment, which involves student participation in solving environmental problems; Community Problems, which looks at the socio-cultural aspects of the community; and Futurism, which considers what people of the past and present felt about the "future." Each unit contains an introduction, stating the purpose and background, instructional objectives, experiences, and references. The experiences of each unit are based on an objective which relates to the subject of the unit. Several activities are included in each experience. (TK)

ED 099 233 88 SE 018 436

Junglas, Mary R. And Others

Other Curriculum Areas.

Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—90p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Art, Conservation Education, \*Curriculum Guides, Environment, \*Environmental Education, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Leisure Time, Literature, Mathematics, Music, Natural Resources, \*Secondary Education, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education curriculum guide was developed for teacher use at the junior high school and senior high school levels. The guide deals with the integration of environmental education into curricular areas not normally associated with environmental education. The guide is divided into the following eight units: Me and My Environment: People and Things, explores means of communication; Art and Architecture, deals with the relationship between one's personal environment and the physical environment; Music in the Environment, looks at sounds in the environment; Leisure/Work, explores leisure and work in one's environment; The Visual Reflections of our Cultural Environment, involves communication through photography; The Performing Arts, an action approach, develops skills in aesthetic and sensory perception; Leisure/Work, looks at the changes in leisure/work patterns; and Mathematics, explores math in the environment. Each unit contains an introduction, stating the purpose and background, instructional objectives, experiences, and references. The experiences of each unit are based on an objective which relates to the subject of the unit. Several activities, which reflect and reinforce the objective, are included in each experience. (Author/TK)

ED 099 234 SE 018 447

[Air Pollution Unit, Edmonds School District.]

Edmonds School District 15, Lynnwood, Wash.

Pub Date 74

Note—96p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Air Pollution Control, Chemistry, Conservation Education, Ecology, Educational Programs, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Outdoor Education, \*Pollution, Science Education, \*Secondary Grades, Social Studies

This interdisciplinary program, developed for secondary students, contains 16 air pollution activities that can either be used directly in, or as a supplement to, curriculum in Science, Photography, Mathematics, English, Social Studies, Industrial Arts and Home Economics. The topics to be investigated include: pollutants from automobiles, exhaust collection, lead in lichens, sources of air pollution, the effect of air pollution on synthetics, solid particles, lead, sulfur dioxide and carbon monoxide analysis. Each learning activity includes: subject area and grade level for which it can be used, level VI objectives, time schedule for prelab and performance of the activity, background information for the teacher and a listing of materials needed. Where applicable, a listing of audio-visual aids included and an air pollution bibliography is attached. (BT)

ED 099 235 SE 018 448

[Land Use Unit, Edmonds School District.]

Edmonds School District 15, Lynnwood, Wash.

Pub Date 74

Note—125p.

EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE

Descriptors—Biological Sciences, Conservation Education, Ecology, Educational Programs, \*Environmental Education, Games, \*Instructional Materials, Interdisciplinary Approach, \*Land Use, \*Learning Activities, Natural Resources, Outdoor Education, Population Education, Science Education, \*Secondary Grades, Simulation

Identifiers—Land Use Planning

This interdisciplinary program, developed for secondary students, contains 18 land use activities that can either be used directly in, or as a supplement to, curriculum in Science, Biology, Horticulture, Mathematics, Social Studies, English, Industrial Arts and Physical Education. The topics to be investigated include: land use simulation games, land use planning and decision making, small area plots, land use alternatives, microclimates, flood management and local population control. Each learning activity includes: subject area and grade level for which it can be used, level VI objectives, time schedule for prelab and performance of the activity, background information for the teacher and a listing of materials needed. A land use bibliography and a listing of audio-visual materials are included. (BT)

ED 099 236 SE 018 449

[Resources Unit, Edmonds School District.]

Edmonds School District 15, Lynnwood, Wash.

Pub Date 74

Note—75p.

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—Conservation Education, Depleted Resources, Ecology, Educational Programs, Energy, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, \*Learning Activities, \*Natural Resources, Outdoor Education, Pollution, Recycling, Science Education, \*Secondary Grades, Soil Science

This interdisciplinary program, developed for secondary students, contains 13 natural resource activities that can either be used directly in, or as a supplement to, curriculum in Science, Photography, Mathematics, Social Studies and English. The topics to be investigated include: raindrop impact, resource control, recycling, the world model, elements, water retention, charting the use of electricity, nuclear power plants, soil fertilizer and pH. Each learning activity includes: subject area and grade level for which it can be used, level VI objectives, time schedule for prelab and performance of the activity, background information for the teacher and a listing of materials needed. A listing of suggested films is included. (BT)

ED 099 237 SE 018 450

Water Quality Unit, Edmonds School District.]

Edmonds School District 15, Lynnwood, Wash.

Pub Date 74

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—Conservation Education, \*Ecology, Educational Programs, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Outdoor Education, Pollution, Science Education, \*Secondary Grades, Social Studies, Water Pollution Control, \*Water Resources

This interdisciplinary program, developed for secondary students, contains 20 water quality activities that can either be used directly in, or as a supplement to, curriculum in Science, Home Economics and Industrial Arts, Mathematics, Health, English, and Social Studies. The topics investigated include: pollution analysis, industrial need, waterborne diseases, supply and demand, quality prediction and analysis, stream volume and human need, and water conservation. Each learning activity includes: subject area and grade level for which it can be used, level VI objectives, estimated time to prepare for and perform the activity, background information for the teacher and a listing of materials needed. A list of audio-visual aids is included, where applicable, and a water pollution bibliography is attached. (BT)

**ED 099 238** SE 018 486  
Poulsen, Sten C.

**Study Skills and Mathematics Achievement. Report No. 2.**

Danish Inst. for Educational Research, Copenhagen.  
Pub Date Jun 70  
Note—28p.

Available from—Sten C. Poulsen, Associate Research Director, Department 1, of Educational Methodology, The Danish Institute for Educational Research, 28 Hermodsgade, Copenhagen N, DK - 2200, DENMARK (Free of charge in a limited number)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Achievement, \*College Mathematics, \*Learning, Mathematics Education, \*Research, Student Characteristics, \*Study Skills

**Identifiers**—Danish Institute for Educational Research

As preliminary steps in a larger study of how students learn mathematics, two pilot studies were made of the relation between study behavior and achievement. An analysis of the literature showed a lack of descriptive studies including both the study habits and the amount of study time. Forty-six first-year mathematics students were interviewed during the year and just after the examination; results strongly suggested that the distribution and amount of study time is a factor of considerable importance in mathematics achievement. As a general conclusion it was hypothesized that earlier studies failed to show any consistent relationship between study behavior and achievement because measures of the amount and distribution of the number of hours of studying invested by the students were not included. (Author/DT)

**ED 099 239** SE 018 487  
Poulsen, Sten C.

**"How-To-Study" Guide: Mathematics 1. Second Revised Edition.**

Danish Inst. for Educational Research, Copenhagen.  
Report No.—R-9  
Pub Date 69

Note—25p.; Translated into English May 1974  
Available from—Sten C. Poulsen, Associate Research Director, Dept. 1 of Educational Methodology, Danish Institute for Educational Research, 28 Germodsgade, Copenhagen N, DK-2200, DENMARK (Limited No. Free); ERIC/SMEAC, O.S.U., 400 Lincoln Tower, Columbus, OH 43210 (on loan)

**Document Not Available from EDRS.**

**Descriptors**—\*College Mathematics, \*Guidelines, \*Learning, Mathematics Education, Reading Skills, \*Study Skills

**Identifiers**—Danish Institute for Educational Research

This how-to-study guide was written for the Danish college freshman who must pass a comprehensive mathematics examination before proceeding on to more advanced studies. Student work load for the first year of study is described and advice is given on establishing work priorities, preparing for classes, attending classes, and using the textbook. A final section includes a general discussion on preparing for the mathematics exam. (DT)

**ED 099 240** 88 SE 018 489  
Project Q. U. E. S. T. (Quality Urban Environmental Studies Training). An Environmental

Studies Curriculum for High School.  
Brockton Public Schools, Mass.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—180p.; Page 86 is missing from this document

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

**Descriptors**—\*Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Mathematics, Natural Resources, Science Education, Sciences, \*Secondary Education, Social Sciences, \*Urban Environment

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This interdisciplinary environmental education curriculum guide provides a series of environmental encounters for high school students. The purpose of the encounters is to develop an awareness and understanding of community environmental problems. The guide utilizes math, science and social studies in the study of urban environmental problems. Although the guide focuses on a specific community, the urban problems that are explored are common to most communities. The guide is divided into six cycles, each containing math, science and social studies activities. Each cycle is designed to be covered in seven days, the first six devoted to teaching and the seventh for testing. The cycles contain objectives and lessons which utilize math, science, and social studies; some cycles contain tests and bibliographical materials. The lessons reinforce the lesson objectives, and include completion time, equipment lists, location, and procedure. The lessons within the guide make use of such activities as mapping and measuring, discussion, and sample analysis. (TK)

**ED 099 241** SE 018 545  
Science Education Newsletter No. 25.

British Council, London (England). Science Dept.

Pub Date Aug 74

Note—27p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Curriculum, International Education, \*Mathematics Education, \*Newsletters, \*Program Descriptions, Publications, \*Science Education

**Identifiers**—Great Britain

This newsletter briefly describes present activities, projects, and publications in the areas of science education, mathematics education, and general education in Great Britain. Short articles on activities in Australia, India, and Israel are included along with descriptions of six other international activities. (DT)

**ED 099 242** SE 018 579  
Allison, Roy W., Jr. Smith, Duane R.

**Improving Preservice Teachers' Attitudes Toward Science.**

Pub Date 1 Nov 74

Note—21p.; Paper presented at the Western Area Convention of the National Science Teachers Association (Denver, Colorado, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Attitudes, Elementary School Science, \*Elementary School Teachers, \*Instruction, Methods Courses, \*Preservice Education, \*Science Education, Teacher Attitudes

This document presents a description of a science education program which provides experiences in the affective, cognitive, and psychomotor domains. The methods course has no required textbook and is an activity-oriented course, requiring students to become acquainted with three of the national elementary science projects: Elementary Science Study (ESS), Science Curriculum Improvement Study (SCIS), and Science - A Process Approach (SAPA), as well as Science for the Seventies - Pennsylvania's Guide to Elementary School Science. The class learns through a series of mini-investigations using concrete manipulative experiences as a vehicle for the instructors to model desirable teaching strategies. Both formal and informal methods were used to assess the program. The formal assessment consisted of pre- and post-testing a group of students, using the Allison Attitude Scale. Evidence demonstrated a high degree of success in improving the attitudes of preservice

teachers toward science. The paper also presents a brief report on science teaching in Pennsylvania public elementary schools during the 1971-72 school year. (Author/EB)

**ED 099 243** SE 018 610  
Situation Report—Ghana, Guyana, India, Japan,

Kenya, Khmer Republic, Nepal, Niger, Republic of Vietnam, Senegal, Thailand, and Trinidad and Tobago.

International Planned Parenthood Federation, London (England).

Pub Date 74

Note—90p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Contraception, Demography, \*Family Planning, \*Foreign Countries, \*Population Trends, Programs, Resource Materials, Social Welfare, \*Statistical Data

Data relating to population and family planning in twelve foreign countries are presented in these situation reports. Countries included are Ghana, Guyana, India, Japan, Kenya, Khmer Republic, Nepal, Niger, Republic of Vietnam, Senegal, Thailand, and Trinidad and Tobago. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth, and death rates. Family planning situation considers family planning associations and personnel; government attitudes; legislation; family planning services; education/information; training opportunities for individuals, families, and medical personnel; research and evaluation; program plans; government programs; and related supporting organizations. Bibliographic sources are given. (DT)

**ED 099 244** SE 018 658  
Fox, Fred W., Ed.

**Science Teacher Education 1974: Issues and Positions. 1975 AETS Yearbook.**

Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—154p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, OH 43210 (\$4.00)

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

**Descriptors**—Education, Educational Responsibility, Educational Theories, \*Humanism, \*In-service Teacher Education, \*Preservice Education, \*Science Education, Teacher Education, \*Yearbooks

**Identifiers**—AETS, Association for Education of Teachers in Science

The second yearbook of the Association for the Education of Teachers of Science (AETS) is composed of a series of position papers and reactions to these positions. The papers are divided into three sections. Section one includes five papers (and reactions) concerned with new directions for pre-service and in-service education of science teachers. Section two's material (two papers and reactions) is concerned with humanistic education. One of the papers contained in section three presents a lengthy description of a psycho-epistemological model for teaching science and its articulation with classroom activities. (PEB)

## SO

**ED 099 245** SO 007 880  
Brown, Richard Hareven, Tamara K.

**Writing the Social History of One's Family. Revised Guidelines for Faculty Members and Students.**

Pub Date 73

Note—16p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—American History, Bibliographies, Family Background, \*Family Characteristics, \*Field Interviews, \*Guidelines, Higher Educa-

tion, Historiography, \*History, Primary Sources, Questioning Techniques, \*Research Methodology, Research Tools, Sociocultural Patterns

#### Identifiers—\*Social History

The Anonymous Families History Project of the University of Minnesota developed guidelines for college students researching and writing the social histories of their families. Included in the guidelines are interview questions, tips for conducting an oral interview, a primary source list, and a bibliography of background reading. Question topics include the organization of family life; family activities; family decision making and status; family careers and opportunity; family life cycle; family migration; and the impact of historical events upon the history of individuals in the family. Oral interview tips include avoiding middle class biases; arranging questions autobiographically and topically; keeping questions short and to the point; concentrating on relationships rather than objects; avoiding abstract historicism; and actively directing the interview. (Author/DE)

ED 099 246 SO 007 895

Martorella, Peter H.

#### Environmental Impediments to Effective Research: Some Presumptions in Search of Validation.

Pub Date Nov 74

Note—12p.; Paper presented at the Annual Meeting of the College and University Faculty of the National Council for the Social Studies (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Accountability, \*Educational Researchers, Financial Support, Higher Education, Professional Associations, \*Research, Research Methodology, Research Opportunities, Social Sciences, \*Social Studies, \*Teacher Educators

The current malaise in social science education research is the result of a stalemate between social studies educators and their research activities at the university level: (1) The social studies educator is not held accountable for research as for teaching courses or supervising student teachers. (2) "Research" is so loosely defined that one can allege research without paying the costs in time. (3) The profession fails to define its inquiry and expertise parameters. (4) Applied research is emphasized to the detriment of basic research. (5) The methodological tools and data of other disciplines are not exploited. (6) The existing external funding matrices do not significantly reward research-oriented social studies educators. Criticizing existent research, encouraging communities of interest and publication forums, and recognizing outstanding achievements will not suffice to change this situation. Instead, these "environmental" problems must be remedied, for instance, through political action strategies to gain release time, accountability procedures, and rewards for research; national research fellowships for joint research among pre- and postdoctoral fellows; the definition of expertise parameters in a national conference; and the development of a methodology and instrumentation monograph, as well as a basic research monograph. (Author/JH)

ED 099 247 SO 007 899

Chrisman, Sara B.

#### Women and American Politics: A Selected Bibliography, 1965-1974.

Rutgers, The State Univ., New Brunswick, N.J. Center for the American Woman and Politics. Pub Date Aug 74

Note—64p.

Available from—Center for the American Woman and Politics, Eagleton Institute, Wood Lawn, Neilson Campus, Rutgers University, New Brunswick, New Jersey 08816 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Bibliographies, \*Females, \*Feminism, Political Affiliation, Political Influences, Political Power, Political Socialization, \*Politics, Public Policy, Sex Discrimination, Socialization, Voting, Womens Education, Womens Studies, Working Women

This bibliography is intended to serve as a guide to information about women's participation in American politics. Emphasis is on materials published since 1965, but landmark works published earlier are also included. Many documents are from unpublished sources; information

on obtaining them is available from the Center for the American Woman and Politics (CAWP). Citations include information on the following topics: women holding elective and appointive office or employed in government or public service; voting behavior, political attitudes, political participation, and socialization of women; women in the political parties; and women's election campaigns. Also included are a limited number of citations to materials on public policy issues related to women's rights such as the Equal Rights Amendment, abortion, child care, employment, education, and legal rights. Entries are arranged according to document type and are listed alphabetically by author or main entry. Periodicals are not indexed. A general subject index is provided. The bibliography is updated periodically. (Author/KSM)

ED 099 248 SO 007 901

O'Connor, John E. Jackson, Martin A.

#### Teaching History with Film. Discussions on Teaching 2.

American Historical Association, Washington, D.C.

Pub Date 74

Note—74p.

Available from—American Historical Association, 400 A Street, S.E. Washington, D.C. 20003 (\$1.00)

#### Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Discussion (Teaching Technique), \*Films, \*Film Study, \*History, \*History Instruction, \*Instructional Films, Teaching Guides, Teaching Techniques, United States History, World History

This pamphlet establishes the legitimacy of film as instructional material for the history classroom. Techniques and guidelines for teaching with film are suggested. Four general applications of film to the classroom are examined including film study for factual information, film usage to motivate study and stimulate discussion, film as a historical document, and film as historical interpretation. Suggestions for leading a classroom film discussion include posing the same questions that would be asked about printed historical materials, asking students to describe and interpret the film, or asking students to consider how the film influenced their own feelings and emotions. Three basic rules for teachers include being as well prepared as possible by previewing the film, using film as a visual didactic experience, and integrating film into the text material of the course, never as a lesson in itself. The practical guide section of the pamphlet contains suggestions on how to select, order, and project the film. The selected bibliography includes the names and addresses of major film distributors and university film libraries from which films may be ordered. (DE)

ED 099 249 SO 007 909

Miller, David C. Hunt, Ronald L.

#### The Advent Futures Studies and Research Curriculum Guide; The Advent Futures Studies and Learning Resources Guide.

Pub Date 73

Note—209p.

Available from—DCM Associates, 908 Fox Plaza, San Francisco, California 94102 (\$5.00 each for the curriculum and learning resources guides)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Class Activities, Course Content, Curriculum Guides, \*Futures (of Society), Higher Education, Instructional Materials, Lesson Plans, \*Prediction, Reference Materials, Resource Guides, \*Social Change, \*Trend Analysis, \*Values

This two-part curriculum and resource guide provides an undergraduate and graduate level course methodology in contemporary future studies and research. The objectives of this curriculum are to create awareness and appreciation of the fundamental concepts, methods, and limitations of future studies. The curriculum design is conceptual, general in nature, and designed to be used with topical content and focus provided by the instructor and/or the students. The curriculum outline of 15 free-standing modules includes topics on standard study procedure, the time-line, appraising futures reports, futures studies methods, change, alternative futures, forecastability, confidence in forecasts, attitudes toward futures, causality and futures, manageability of

futures, values and futures, transcendental change, and stability. The learning resources guide is designed for use with the curriculum guide and includes suggested exercises, assignments, and references for each of the 15 modules; lists of basic reading references and useful 16mm films; and referral title lists of useful popular music recordings and future-oriented poems. (Author/DE)

ED 099 250 SO 007 927

#### Towler, John O. Brenchley, David L. Geography and Environmental Education -- Why Aren't We Involved?

Pub Date 74

Note—9p.; Paper presented to the National Council for Geographic Education (Chicago, Illinois, October 25, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Activity Learning, Curriculum Development, Educational Strategies, \*Environmental Education, \*Geography, Geography Instruction, \*Interdisciplinary Approach, \*Learning Experience, Outdoor Education, Program Descriptions, \*Relevance (Education) Identifiers—Geneva Park Leadership and Training Center

Little if any attempt has been made to speak to the issue of how geographic education and environmental education can be combined within the framework of geography. One of the major problems has been that people fail to see the relevance of abstract environmental concepts to their own lives and life styles. Studies reflect both a serious lack of knowledge and a failure to associate what one knows about the environment with behaviors appropriate with this knowledge. The two elements of the problem, the amount of knowledge and its relevance, can be met by designing programs which get people out into their environment, doing some sort of investigative activity to help them understand both the environmental principles involved, the quality of their own local environment, and their interaction with it. Support for this approach comes from geographers' traditional approach to their subject, as well as from recent developments in educational psychology. One instance of how geography and environmental education have been blended together is a new environmental studies project for the Canadian YMCA. The wide selection of activities offered serves as an example of how field experiences meaningfully blend geographic and environmental concepts for a variety of age and interest levels. The experience of this project indicates that geographers are in danger of passing up an opportunity to capitalize on the widespread interest and concern about the environment. (Author/KSM)

ED 099 251 SO 007 928

Underwood, Benton J.

#### Individual Differences as a Crucible in Theory Construction.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date Aug 74

Note—28p.; A Distinguished Scientific Contribution Award address presented at the annual meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Educational Psychology, Hypothesis Testing, \*Individual Differences, Learning Processes, \*Learning Theories, Memory, Models, Multiple Regression Analysis, Predictor Variables, \*Psychology, Research Methodology, \*Theories

A proposal to formulate nomothetic theories -- general statements or scientific laws -- in a way to allow for an immediate test of individual differences is presented. The need for such a proposal is cited in recent developments in structural model building in the area of memory called information processing and in the concern to bring individual differences into the main stream of theory construction. It is felt that if a process or mechanism can be measured reliably outside of the situation for which it is serving a theoretical purpose, then an immediate test of the validity of the theoretical formulation is included in the theory. A broad perspective of theory construction is described, showing how the individual

differences approach fits into this perspective. Three guidelines for a mechanism to mediate the observed empirical relationships between various independent variables and the key phenomenon of interest are outlined and illustrated. Some objections to the individual differences approach are discussed. The approach is defended for making individual differences variables as a fallout from nomothetic theory construction when such theories deal with fundamental processes of behavior. (Author/KSM)

ED 099 252 SO 007 937

Roberts, Thomas Bradford

Transpersonal: The New Educational Psychology. Pub Date [74]

Note—40p.; The author is affiliated with Northern Illinois University

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Classroom Techniques, Curriculum Development, \*Educational Psychology, \*Educational Strategies, Learning Experience, \*Psychoeducational Processes, \*Self Actualization, Teacher Education, Teaching Techniques, Units of Study (Subject Fields)

Identifiers—\*Transpersonal Psychology

This article lists some of the major ideas and topics of interest in transpersonal psychology and illustrates them with examples of transpersonal education applied to schools. Transpersonal psychology includes psychological aspects of such things as new world views, altered states of consciousness, an impulse toward higher states, self-realization and self-transcendence, spiritual growth, parapsychology, new forms of energy, and other cultures and their psychologies. Relaxation and concentration techniques, exploration of altered states of consciousness, meditation, and dreams are described as used in classroom situations. Suggestions for a human potential unit are offered and ways to use the topics of parapsychology and research in transpersonal psychology are considered. Finally, use of transpersonal educational psychology is seen as a new realm for teacher education. This paper is in draft form; a revised version in mini-book form will be available in the spring from Phi Delta Kappa. (Author/KSM)

ED 099 253 SO 007 944

Teaching Materials on the UN: An Annotated Bibliography for Elementary and Secondary Schools.

United Nations Association of the United States of America, New York, N.Y.

Pub Date Jul 73

Note—21p.

Available from—United Nations Association of the United States of America, 345 East 46th Street, New York, New York 10017 (\$0.50)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Booklists, Curriculum Guides, Developing Nations, Educational Games, Environment, \*Global Approach, Instructional Materials, \*International Education, International Programs, Internship Programs, Peace, Simulation, Study Abroad, Summer Programs, Teaching Techniques, \*World Affairs

Identifiers—Food and Agriculture Organization, Human Rights, International Understanding, UNESCO, UNICEF, \*United Nations, United Nations Development Programme

This annotated bibliography is the result of an effort to facilitate and stimulate teaching about the United Nations by bringing together, from a wide variety of sources, materials recommended for school use by educational authorities. Special emphasis is placed on new development in teaching about international understanding and extracurricular opportunities for student involvement. The bibliography is divided into the following categories: (1) curriculum aids for teachers including approaches and methods, curriculum units and promising practices, audiovisual material, and sources of information; (2) student participation both within the classroom and beyond, including summer opportunities; (3) background materials about the UN in general and about many of its special agencies; and (4) books for student reading. Most entries date from the late 1960's and early 1970's. Each item listed is available through the UN agencies, publishers, and organizations listed at the end of the bibliography or through information accompanying the entry. (Author/JH)

ED 099 254

Heim, John Peri, Lewis

The Educational Production Function: Implications for Educational Manpower Policy. Institute of Public Employment Monograph No. 4. State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ. Pub Date Jun 74

Note—38p.

Available from—Publications Division, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Class Size, \*Cost Effectiveness, Educational Accountability, \*Educational Administration, Educational Economics, Educational Research, Educational Technology, \*Input Output Analysis, Literature Reviews, Multiple Regression Analysis, \*Productivity, Resource Allocations, Teacher Characteristics

This monograph summarizes and evaluates "educational production function analyses"—studies of the relation between inputs and outputs in an education system—in order to aid in educational manpower policy making. In addition, data from New York state school districts and from a large national sample of high school students is subjected to multiple regression analyses for information on the cost effectiveness of different inputs. Inputs which policy makers can influence—teacher characteristics (length of service, graduate training, verbal ability), class size, quality and quantity of school administrators, and use of educational technology—are examined. Comparisons are made of the effect on student achievement levels of spending a fixed amount of money on several different types of school inputs. The study finds that all inputs are not equally productive for all grade levels or all subject matter specialties. For instance, neither teacher experience nor degree affect student achievement at grades K-3; the contrary, however, is true in grades 3-6. Incentive pay might, therefore, best be turned to increasing student-teacher ratios at grades K-3 and bolstered in grades 3-6 at the expense of class size. (JH)

ED 099 255

Ehman, Lee H. Gillespie, Judith A.

Political Life in the Hidden Curriculum: Does It Make a Difference?

Pub Date Nov 74

Note—69p.; Paper presented at the annual meeting of the National Council for the Social Studies (Chicago, Illinois, November 26-29, 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Behavior Patterns, Citizen Participation, \*Citizenship, Classification, Educational Policy, Educational Research, \*Political Attitudes, Political Influences, \*Political Socialization, Politics, Questionnaires, \*School Environment, Student Participation

Identifiers—\*School Political Behavior Research Project

The research reported here is an attempt to explore the attitudes of students in high schools and to take a look at the hidden curriculum and its political dimensions. The analysis is divided into an exploration and categorization of different types of schools, a definition of different kinds of attitudes and behavior on the part of students, and an attempt to demonstrate relationships between school political climate and student attitudes and behaviors. Findings show that schools have general bureaucratic patterns of political life and that five different types of political systems can be found. The type of school does seem to make a significant difference in the attitudes of students toward political participation and their political environment. The most uniformly positive attitudes are found in participant schools, showing that students need to share in the responsibilities and activities of an institution in order to establish important political attitudes which will support active citizenship. A political systems questionnaire, general attitude items, and school attitude items used in gathering data are appended. (Author/KSM)

ED 099 256

Annotated Bibliography of Materials for the Teaching of Black History.

National Association of Independent Schools, Philadelphia, Pa.

Pub Date Jun 73

SO 007 945

Note—25p.; Produced at the NAIS Social Studies Workshop (Dana Hall School, Massachusetts, June 12-15, 1973)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*African American Studies, \*African History, \*Annotated Bibliographies, Booklists, Elementary Education, History, History Instruction, Negro Achievement, Negro Culture, Negroes, \*Negro History, Negro Literature, Secondary Education, \*United States History

One hundred and ninety-four books, teachers' guides, film strips, and films, published or produced between 1932 and 1967, are listed in this annotated bibliography on black history. The first portion of the bibliography is an annotated list of background materials to provide teachers with a fuller view of the black in American history, African history, African culture, and current racial problems. The major portion of the bibliography is devoted to materials for students. This section is divided among biographies, fictions, poetry, filmstrips, and films dealing with black American history and African culture. All materials are classified according to elementary, junior, and senior high school levels. (DE)

ED 099 257

Ledgerwood, C. D., Ed.

Curriculum Decision-Making in Alberta: A Janus Look.

Alberta Dept. of Education, Edmonton.

Pub Date 74

Note—241p.; Proceedings of a conference sponsored by the Alberta Dept. of Education, Teachers Association and School Trustees' Associations (Red Deer, Alberta, March 25-28, 1974)

EDRS Price MF-\$0.75 HC-\$1.40 PLUS POSTAGE

Descriptors—Case Studies, Change Strategies, Comparative Education, Conference Reports, \*Curriculum Development, \*Decision Making, Early Childhood Education, Educational Change, Educational Innovation, Educational Problems, Mathematics Education, \*Social Studies, Student Role, Teacher Role

A collection of papers presented at a conference on curriculum decision making are compiled in this publication. The conference, sponsored by the Alberta Department of Education, Teachers Association and School Trustees' Associations, had the primary purpose of recommending answers to the "who," "what," and "how" questions that arise in connection with curriculum decision making. In addition, it provided the opportunity for participants to learn more about the curriculum and instruction processes. Chapters I through IV contain case studies in social studies curriculum decision making, shared curriculum decision making, student and teacher involvement in curriculum decision making, and curriculum change. Chapters V and VI consist of talks on strategies for effecting curriculum change as well as offering an international curriculum perspective. A conference summary in Chapter VII notes the basic constraints, issues, and recommendations arising from the conference reports, discussions, and workshops. The final chapter is a follow through proposal for implementing the recommendations emanating from the conference. The appendix contains a list of participants. (Author/KSM)

ED 099 258

Bonjean, Charles M., Ed.

Social Science Quarterly; Volume 55, Number 2, September 1974. Education: Problems and Policies.

Southwestern Sociological Association; Texas Univ., Austin.

Pub Date Sep 74

Note—355p.

Available from—Social Science Quarterly, University of Texas, Austin, Texas 78712 (Single issue price, \$5.00)

Document Not Available from EDRS.

Descriptors—Activism, Boards of Education, Economics, \*Educational Economics, Educational Equality, Educational Legislation, \*Educational Policy, \*Educational Problems, \*Educational Sociology, Educational Trends, Political Socialization, \*Politics, Sociology, Tenure

This double length issue contains twenty articles by political scientists, sociologists, and economists on the current problems and policies in education. The first three articles offer over-

views of the areas best represented by the essays in this issue: the economics of education, the politics of education, and the sociology of education. Five articles discuss current financial and economic problems in education. Special emphasis is given to the Rodriguez decision and "no wealth discrimination" within the school districts. Seven articles discuss the politics of education and include topics such as teacher activism, institutionalizing conflict response, and various aspects of political socialization and the educational system. Five articles focusing on sociological issues in education include topics such as the development of a professional self-concept in graduate students, the effects of conflict in obtaining desegregation, the impact of busing on white flight in Florida, the ideological roots and implications of ethnic studies and affirmative action programs, and the impact of social stratification in the choosing of a public or private school for children. (DE)

**ED 099 259** SO 007 953

*Furney, Trudy And Others*

**K-12 Art Guide.**

Kansas State Dept. of Education, Topeka. Curriculum Section.

Pub Date 73

Note—80p.

Available from—State Department of Education, 120 East 10th Street, Topeka, Kansas 66612 (Free)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Age Groups, \*Art, Art Activities, Art Appreciation, \*Art Education, Art Materials, \*Child Development, Curriculum Guides, Educational Objectives, Educational Philosophy, Elementary Education, Fundamental Concepts, Program Descriptions, Secondary Education

The development of students in various art fields is the focus of this K-12 art curriculum guide. The philosophy of the art program and the roles of administrator, teacher, and parent are outlined. The underlying school community relationships, and the objective, goals, and purposes of art education are described. Phases of child development in general and for specific age groups from 4 to 18 years of age are given with the art characteristics of these age groups and their art program goals. Fundamental art concepts -- color, light and shade, design, and composition -- as well as the basic media, are outlined as to objectives, materials, and suggested projects. The remainder of the guide follows a format of objectives, materials, working knowledge, concepts, and suggested projects in presenting several art techniques. Methods, motivations, and processes are not dictated but are left to the individual teachers. Techniques in the guide include the following: lettering, interior and mural design, paper and paper mache, batik, tie-dyeing, printing, silversmithing, enameling, stained glass, wood, leather, textiles, ceramics, and sand casting. (Author/KSM)

**ED 099 260** SO 007 954

**Creativity of the School.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 73

Note—136p. A report based on presentations made to a Workshop (Estoril, Portugal, November 21-25, 1972)

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$3.50)

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—Change Strategies, Comparative Education, Conference Reports, \*Creativity Research, Educational Accountability, \*Educational Change, \*Educational Development, \*Educational Innovation, Educational Objectives, Financial Policy, Incentive Systems, Professional Recognition, School Organization, School Policy, \*School Role, Social Change, Workshops

Six reports from a workshop of Organisation for Economic Co-operation and Development (OECD) members establish the framework for the Centre for Educational Research and Innovation project on creativity of the school. The reports reflect the workshop's goals to establish priorities for further study and to identify contribu-

tions and benefits of member countries from a study of the school as a focal point for social change. The major issues which arose in the workshop are the following: organization and relationships within the school, incentive systems for teachers, allocation of financial resources to the school, role of the inspectorate, and regional and local professional support to the school. The first report presents an analysis and taxonomy of the principal factors influencing creativity of the school. Next, ways to strengthen creativity of the school, administrative relationships between the school and outside institutions, and organization and relationships within the school are reported. The final reports deal with interventions for strengthening the school's creativity and with professional support to the school. A list of workshop participants is appended. (Author/KSM)

**ED 099 261** SO 007 956

**Urban Growth: Today's Challenge. Seventh Grade, Social Studies.**

Baltimore City Public Schools, Md.

Pub Date 74

Note—180p.

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—\*City Planning, Curriculum Guides, Discovery Learning, Educational Objectives, Fundamental Concepts, Grade 7, \*Human Geography, Inquiry Training, Interdisciplinary Approach, Learning Activities, Resource Materials, Skill Development, \*Social Studies, \*Urbanization, \*Urban Studies

Identifiers—Baltimore, Maryland

This course of study offers to seventh grade pupils themes which are designed to clarify the meaning and importance of the urban environment in which they live. The guide is about people in the cities and about the planning, growth, and problems of cities. Themes cover the Baltimore city area, urbanization in Maryland, urbanization in the United States, and urbanization in the world. The disciplines of history, economics, geography, political science, sociology, and anthropology are woven into the content and learning activities. Techniques of discovery and inquiry are recommended. Specific learning experiences provide opportunities for the use of skills in a functional manner. A selected bibliography on city, state, and federal relationships in government; a list of selected nonprint media on city, state, and federal relationships; and an annotated bibliography replace the use of a single textbook. Each of the four themes is introduced; has a list of objectives; and has schematically related content, understandings and generalizations, sample activities, and suggested skills. (Author/KSM)

**ED 099 262** SO 007 957

*Cantor, Leonard M.*

**Recurrent Education, Policy and Development in OECD Member Countries: United Kingdom.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 74

Note—29p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$2.00)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Adult Education, \*Comparative Education, Continuation Education, \*Continuous Learning, \*Educational Improvement, \*Educational Trends, Industrial Training, Inservice Education, Program Descriptions, Retraining

Identifiers—\*United Kingdom

This paper aims to give a brief account of the present provision of education in the United Kingdom which can in some way be characterized as reflecting the principles of recurrent education. Recurrent education refers to periods of formal or structured study, undertaken largely in institutions, at various stages in the lifespan of an individual. This is one of a number of member country reports on recurrent education issued by the Centre for Educational Research and Innovation for the Council of the Organisation for Economic Co-operation and Development. The paper examines the present thinking on this subject in the United Kingdom and outlines possible future developments. Recurrent education in the

United Kingdom is described in its two presently occurring forms of further education and adult education. Future developments are foreseen in the extension of inservice provisions, in retraining of workers in industry and business, and in more adult education for cultural and recreational purposes. (Author/KSM)

**ED 099 263**

SO 007 958

*Olmo, Barbara G.*

**Values Education in the New Jersey Secondary Curriculum.**

Pub Date [74]

Note—11p. A related document is SO 007 844

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Affective Behavior, \*Changing Attitudes, Comparative Analysis, Curriculum Development, Department Directors (School), Educational Research, Educational Trends, High School Curriculum, \*Humanistic Education, Longitudinal Studies, Questionnaires, Secondary Education, \*Social Studies, Tables (Data), Teacher Attitudes, \*Values

Identifiers—New Jersey

The status of the affective domain in the secondary social studies curriculum in New Jersey is reported as part of a follow-up study. Questionnaires administered to principals, social studies teachers, and department heads in 50 public senior high schools in 1964 were re-administered in 1974. Results on the following topics are reviewed: the focus of revision and student attitudes, aspects of value education, and the nature of secondary curriculum revision. The emphasis on structuring the curriculum through interrelated concepts and organizing subject matter to include behavioral sciences as seen in the last decade is reflected in the questionnaire responses. The data show that there is much uniformity of response to various aspects of values education. A number of teachers and department heads responded that specific values, morals, and attitudes should be taught as part of the social studies curriculum. Relatively few educators reported increased attention to the affective domain in classroom interaction. (Author/KSM)

**ED 099 264**

SO 007 959

*Steele, Marilyn Langs, Walter, Jr.*

**Michigan's Minorities at the Mid-Seventies: Indians, Blacks, Chicanos.**

Mott (C.S.) Foundation, Flint, Mich.

Pub Date Feb 74

Note—180p. Annual Conference of Michigan Foundations (2nd, Ann Arbor, Michigan, February 21-22, 1974)

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—American Indians, Census Figures, \*Economic Factors, Employment, Foundation Programs, Housing Patterns, Literacy, \*Living Standards, Low Income Groups, \*Minority Groups, Negroes, Population Trends, Spanish Speaking, State Agencies, \*State Surveys, Tables (Data)

Identifiers—Michigan, \*Social Indicators

The purpose of this position paper is to create awareness among decision makers and staff of Michigan foundations of the current status of Michigan residents who are Indian, Black, and Chicano minorities. An historic overview of the Indian, Black, and Spanish language populations in Michigan begins the paper. Indicators of current conditions of life for minorities are presented in order of importance in sustaining human life. The survival cycle is described as a measurable cluster of employment, income, poverty, health, housing, and education. Presentation of the survival cycle is divided into chapters on economic status, health, housing, and education. Data was obtained from either the census of 1970 or from state agencies and from three special studies of the Michigan Health Survey. Other chapters deal with public order, group memberships, migrants, and grants to minorities. Summary charts for each county present a profile of the key factors discussed in the report. An analysis of Michigan's health and lists of persons interviewed and of panel participants are appended. A bibliography is included. (Author/KSM)

**ED 099 265**

SO 007 960

*Sharp, Donald W. Cole, Michael*

**The Influence of Educational Experience on the Development of Cognitive Skills as Measured in**

**Formal Tests and Experiments: A Case Study from the Mexican States of Yucatan and Quintana Roo. Final Report.**

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Grant—OEG-1695

Note—120p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Case Studies, \*Cognitive Development, \*Cognitive Measurement, Demography, Developed Nations, \*Developing Nations, \*Educational Experience, Educational Research, \*Measurement Techniques, Socialization, Standardized Tests, Surveys  
Identifiers—\*Yucatan Peninsula

The major purpose of the research reported was to assess whether developmental changes in performance on standard psychological tests may be more a reflection of educational experience than maturation or traditional socialization practices. The investigation was reported in three phases: 1) description of the general and specific experimental environments in which the experimental studies were conducted; 2) presentation of the results of an education-demographic survey conducted in 17 towns on the Yucatan peninsula; and 3) an account of a series of experimental studies designed to represent a variety of cognitive skills. The basic scheme of these studies was to work with children of varying ages and educational experiences, plus one or more groups of adults whose educational experience matched that of one of the groups of children. It was concluded that educational experience has a profound effect on cognitive development as displayed in the formal test situations currently in use in all industrialized countries to measure such development. Appended are the results of a demographic survey, modernity prediction scale, scoring for the scale and survey, and results of a pilot study of instructional variation. (Author/KSM)

**ED 099 266**

SO 007 961

Nelson, Jack L.  
Values and Society.  
Pub Date 75  
Note—119p.

Available from—Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662 (\$2.95 papercopy)

**Document Not Available from EDRS.**

Descriptors—\*American Culture, Civil Liberties, Conflict Resolution, Course Content, Cultural Awareness, Cultural Pluralism, Decision Making, \*Democratic Values, Ethnic Groups, Futures (of Society), Justice, Resource Materials, Secondary Education, \*Social Problems, \*Values

The idea of a democratic society based on human rights and social justice is the social issue examined in this book which is one of a series on challenges and choices in American values. The format followed in the series includes the following for secondary students: case studies illustrating the issue by focusing on human institutions, factual information about the issue which can be used as evidence in making social decisions, divergent views and opposing value judgements showing a variety of values involved in solving the issue, futuristic scenarios illustrating possible consequences of social decisions in future situations, suggestions for involvement in the issues and the decisions, and recommendations for further study. Some of the American traditions examined are those of unity, diversity and individuality, migration and restriction, American languages, minorities, and assimilation. Different cultures and values are compared throughout history and between nations. Futuristic scenarios are on the topics of civil liberties and consumer rights. Suggested resources include activities, films, multimedia kits, and simulations and games. (Author/KSM)

**ED 099 267**

SO 007 963

The Educational Situation in OECD Countries: A Review of Trends and Priority Issues for Policy. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—70p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$2.25)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Continuous Learning, Educational Economics, Educational Innovation, \*Educational Policy, \*Educational Status Comparison, \*Educational Trends, Elementary Education, Enrollment, Global Approach, Higher Education, \*International Education, Secondary Education, Teacher Supply and Demand  
Identifiers—Canada, Europe, Scandinavia, Turkey, United States

An analysis of the educational situation in Organisation for Economic Cooperation and Development (OECD) member nations is presented in this report. Members are Australia, Austria, Belgium, Canada, Denmark, Finland, France, The Federal Republic of Germany, Greece, Iceland, Ireland, Italy, Japan, Luxembourg, the Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States. Part One contains a resume of priority areas in educational policy, such as basic education, national development strategies, reform of upper secondary education, diversification of post-secondary education, recurrent education, and teachers and innovation. Two major conclusions emerge from these priorities: that the role of education has broadened into one of a social service and that education has to be more closely related to other policies of government if the social service objectives are to be realized. Specific findings are discussed in the three chapters of Part Two: Growth in Enrollments and Teacher Supply, The Costs of Education, and Changes in Education Structures and in the Quality of Education. An annex includes statistical sources for each of the member nations. (JH)

**ED 099 268**

SO 007 964

Taylor, Francine

Race, School and Community: A Study of Research and Literature.

Pub Date 74

Note—200p.

Available from—Humanities Press Inc., Atlantic Highlands NJ 07716 (\$7.50)

**Document Not Available from EDRS.**

Descriptors—Community Involvement, \*Compensatory Education, Cultural Disadvantage, Cultural Pluralism, Curriculum Development, Early Childhood Education, \*Educational Disadvantage, Educational Programs, English (Second Language), \*Ethnic Groups, \*Immigrants, Language Handicapped, Literature Reviews, \*Racial Integration, Urban Education

Identifiers—\*Great Britain

This is a survey of research and literature on the racial situation in Britain. The book is arranged into seven chapters which: 1) focus on the history and background of the immigration which has produced a multi-racial society in Britain in the last three decades; 2) provide a general survey of the educational situation of the "immigrant" children, emphasizing provisions for English language teaching and the education of teachers for a multi-racial society; 3) emphasize language education, the key to assimilation in British society, including curriculum development in language instruction and infant and pre-school language education; 4) deal with problems in determining ability levels where cultural and social background influence outcomes; 5) discusses the effect of these factors on educational socialization; 6) describe compensatory and social education programs and measures in operation for children in the multi-cultural, multi-racial society; and 7) make recommendations for language programmes, infant and pre-school education, diffusion of new techniques and training of teachers, assessment of academic development, and education and community relations. Literature cited throughout the review is listed in the bibliography, which, with a select list of periodicals and journals, completes the book. (JH)

**ED 099 269**

SO 007 965

Wolsk, David And Others

An Experience Centered Curriculum: Exercises in Personal and Social Reality.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—77p.

Available from—UNESCO, 7, Place de Fontenay, 75700 Paris, France

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Class Activities, Course Content, Curriculum Guides, Educational Innovation, Elementary Education, Experience, \*Global Approach, Instructional Materials, Secondary Education, \*Social Experience, \*Social Studies, Student Behavior, \*Student Experience, Teacher Developed Materials

This curriculum guide introduces teachers and pupils to the results of a UNESCO sponsored project for developing international understanding through an experience centered curriculum approach. Using this approach students generalize from their personal experience to concepts about humans and societies. Fifteen teachers from eight countries developed the project for students between the ages of 11 and 18. The first section describes in general the experience situations, discussion techniques, and followup activities. The second section provides a set of guidelines for the teacher to apply the approach to specific subject areas such as biology, literature, writing, language, physical sciences, mathematics, and the arts. Section 3 discusses the teacher's role in reacting to the pupils' emotions. Section 4 examines the variations of approach according to age group and educational level. Section 5 describes the inservice teacher training for the project. Section 6 presents an evaluation of the project. Section 7 provides detailed procedures of 24 experience situations, class discussion ideas, followup projects, and applications to specific school subjects. Shorter summaries of 34 additional experience situations are also provided. The 58 total units include role playing situations, experiments in perception, communication and group behavior, questionnaire studies, action projects within the school and community, simulation and projective exercises, and fantasy scenarios. (DE)

**ED 099 270**

SO 007 966

Rivas, Frank W.

An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Report NO—03-MU-03

Pub Date Sep 74

Note—41p.; ED 063 197; SO 007 842, SO 007 843 are related documents

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.85)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Aesthetic Education, \*Educational Assessment, Educational Research, Evaluation, Group Activities, Music, Music Activities, Musical Instruments, \*Music Appreciation, \*Music Education, National Surveys, Singing, \*Student Attitudes, Vocal Music  
Identifiers—National Assessment of Educational Progress

Reactions to attitude items from the first national assessment of music expressed by a panel of music educators during a two-day conference on implications of the entire assessment are reproduced in this report. The panel states that aesthetic sensitivity is the ultimate goal of music education; however, the attitude items in the assessment do not measure sensitivity directly but measure "approach tendencies" which correlate to some degree with sensitivity. Six questions expanded upon in the assessment are: 1) How often do you seek out and listen to music that you like to hear on television, radio, records, or tapes? 2) How often do you attend live musical programs outside of school? 3) Are there any kinds of music that you like to listen to? 4) Do you like to sing? 5) Can you play a musical instrument? 6) What are your reactions to singing and playing an instrument in small and large groups? National statistics pertinent to each question and reactions from the music panel are presented. The same exercises are then analyzed according to region, sex, color, parental education, and community type. Concluding remarks are made by the panel about the usefulness of the data for education decision making. (JH)

**ED 099 271**

SO 007 967

Johnston, William L.

Selected Audio-Visual Materials for Consumer Education. (New Version.)

New Jersey State Dept. of Education, Trenton. Center for Consumer Education Services.

Pub Date 74

Note—42p.; ED 055 171 is the "old" version

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, \*Consumer Economics, \*Consumer Education, Credit (Finance), Elementary Education, Films, Filmstrips, \*Instructional Materials, Money Management, Publicize, Purchasing, Secondary Education, Slides, Tape Recordings

Ninety-two films, filmstrips, multi-media kits, slides, and audio cassettes, produced between 1964 and 1974, are listed in this selective annotated bibliography on consumer education. The major portion of the bibliography is devoted to films and filmstrips. The main topics of the audiovisual materials include purchasing, advertising, money management, decision making, credit, consumer fraud, consumer law, and consumer agencies. The materials, classified according to elementary and secondary school levels, are intended to supplement courses in consumer education. The addresses of suppliers and the costs of the materials are provided. (DE)

**ED 099 272** 88 SO 007 968

Stewart, Maxwell S.  
**Food for the World's Hungry. Public Affairs Pamphlet No. 511.**

Public Affairs Committee, Inc., New York, N.Y.

Pub Date 74

Note—24p.

Available from—Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016 (\$0.35 each, quantity discounts available)

**Document Not Available from EDRS.**

Descriptors—Agricultural Trends, \*Current Events, Developing Nations, Economic Climate, Economic Disadvantage, \*Food, Foreign Policy, Foreign Relations, Global Approach, Higher Education, \*Hunger, Secondary Education, \*Social Problems, World Affairs

Identifiers—\*Food Crisis

A review of the food crisis is concisely presented in this brief brochure. It is one of a series to educate the American public on vital economic and social problems. The background of the world food shortage and its causal factors are discussed. Suggestions for overcoming the crisis, such as political changes, land reform, public services, organizational changes, global reserves, food production, soil improvement, scientific knowledge, water conservancy, credit extension, international institutions, and population control are detailed. A brief outline of the possible activities for the United States' policy include development assistance, promotion of free trade, and generation of public support. The reading level is appropriate for secondary and college students. (KSM)

**ED 099 273** 88 SO 007 969

**Social Studies, Grades 7-9. Secondary Schools Curriculum Guide.**

Cranston School Dept., R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence.

Pub Date 73

Note—179p.; For a guide for grades 10-12 see SO 007 970

**EDRS Price MF-\$0.75 HC-\$9.00 PLUS POSTAGE**

Descriptors—Class Activities, Consumer Education, Course Content, Curriculum Guides, Drug Education, Educational Objectives, Grade 7, Grade 8, Grade 9, Instructional Materials, Lesson Plans, Secondary Education, \*Social Studies, \*United States History, \*World History

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This curriculum guide provides a one-year course in social studies for grades 7-9. The guide is intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning. The course is divided into 37 section areas covering the topics of United States history from colonization to World War II, world history and civilization from early man to the Renaissance, American government, consumer education, and drug education. Each section contains one major objective which encompasses the work of the entire section. Within each section a series of numbered sub-objectives provide specific levels of learning, content objectives, and means of evaluation. Sug-

gested class activities are included as part of the lesson plan for each section and relate to how the student will attain the section objectives. The learning objectives are based upon Bloom's taxonomy of educational objectives which includes cognitive, affective, and psychomotor areas. (DE)

**ED 099 274** 88 SO 007 970

**Social Studies, Grades 10-12. Secondary Schools Curriculum Guide.**

Cranston School Dept., R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence.

Pub Date 73

Note—136p.; For a guide for grades 7-9 see SO 007 969

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—Class Activities, Consumer Education, Course Content, Curriculum Guides, Drug Education, Economic Materials, Educational Objectives, Instructional Materials, Lesson Plans, Psychology, Secondary Education, Social Problems, \*Social Studies, \*United States History, \*World History

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This curriculum guide provides a one-year course in social studies for grades 10-12. The guide is intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning. The course is divided into 22 section areas covering the topics of modern world history, United States history from the Articles of Confederation through the 70's, historical problems and interpretation of United States history, economics, consumer education, psychology and social problems, drug education, and Europe as a cultural experience. Each section contains one major objective which encompasses the work of the entire section. Within each section a series of numbered sub-objectives provide specific levels of learning, content objectives, and means of evaluation. Suggested class activities are included as part of the lesson plan for each section and relate to how the student will attain the section objectives. The learning objectives are based upon Bloom's taxonomy of educational objectives which include cognitive, affective, and psychomotor areas. (DE)

**ED 099 275** SO 007 971

**Humanizing Education in the Seventies: Imperatives and Strategies.**

National Education Association, Washington, D.C.

Pub Date 74

Note—50p.; Report of the Annual Conference on Civil and Human Rights in Education (12th, Washington, D.C., April 19-21, 1974)

Available from—NEA Publications, Order Dept., The Academic Building, Saw Mill Road, West Haven CT 06516 (#6659-6-00, \$1.50)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—American Indians, Asian Americans, Civil Rights, Community Involvement, Conferences, \*Cultural Pluralism, \*Educational Discrimination, Educational Environment, Equal Education, Females, \*Humanistic Education, Mexican Americans, \*Minority Groups, Negroes, \*Self Esteem, Teacher Associations, Teacher Participation

The National Education Association Council on Human Relations annual conference on civil and human rights in education provides a forum for teachers, principals, superintendents, and representatives of government agencies, civil rights organizations, and community groups to exchange views about controversial educational issues. The 1974 theme, humanizing education, is discussed in the following speeches and reports: Introduction by George W. Jones; the keynote speech, A Humane Environment: A Search for New Understandings by Luvern L. Cunningham; Reaction by representatives of the NEA's Asian, Black, Chicano, First American, and Women's Caucus; Imperatives and Strategies for Organizing Schools to Serve Students Humanely by Jean D. Grambe; Imperatives and Strategies for Organizing Schools to Serve Their Communities by Herschell "Ace" Sahmaunt; Imperatives and Strategies for Reforming Higher Education to

Produce Humane Educators by Tomas A. Arciniega; Imperatives and Strategies for Committing Education Associations to Advocate Humanizing Education by Charles Williams; Being Humane, Teaching Humanely by Marcia Gillespie; and Forum and Caucus Reports. In Wrap-Up, Helen D. Wise relates the concerns of the conference to the concerns of NEA as a politically effective organization. (Author/JH)

**ED 099 276** SO 007 974

Burnett, Jacquetta H.

**Event Analysis as a Methodology for Urban Anthropology; Volume 2, Part 2. Anthropological Study of Disability from Educational Problems of Puerto Rican Youths. Final Report.** Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 72

Note—51p.; A Paper presented at the Anthropology Colloquium (McGill University, Montreal, Quebec, March 1972); One copyrighted diagram has been removed from page 8

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Behavioral Science Research, Classroom Observation Techniques, \*Cross Cultural Studies, Cultural Environment, Cultural Factors, Cultural Pluralism, \*Educational Anthropology, Educational Research, \*Field Studies, Interpersonal Relationship, Puerto Rican Culture, \*Research, Methodology, Sociocultural Patterns, \*Urban Schools

Identifiers—Ethnography, \*Event Analysis

Cultural event analysis assists traditional social science methodologies—ethnographies and survey instruments—in the study of urban life. Testing a hypothesis—that educational problems arise and persist for Puerto Rican youth because of contrast, contrariety, and noncomplementarity between the cultural forms and patterns of their home life and school life in urban Chicago—requires interculturally comparable data. Applying cultural event analysis to test the hypothesis produces such data. By viewing a sample of 30 seventh grade, culturally mixed students as 30 "ego networks" with linkages to individual teachers, household adults, and peers, a context for the analysis is established. Analysis of events occurring within linkages between the students and the other members of their networks invites comparison of those events. Defining and characterizing "event" in the abstract is accomplished first, in order to accurately assess a real event. A sample event observation form indicates how the defining of "event" translates into collection of data in the field. By casting data in the form of comparable events, cultural differences can be isolated and tested. This is done, for example, in a question on students' interpretations of "joking relationships." Event analysis applied in this study is a useful conceptualizing tool. (JH)

**ED 099 277** SO 007 975

Scheiber, Jane L., Ed.

**America and the Future of Man. Courses by Newspaper.**

California Univ., San Diego. Univ. Extension.

Spons Agency—EXXON Education Foundation, New York, N.Y.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 73

Note—475p.

Available from—America and the Future of Man 415 North Highway 101, Solana Beach CA 92075 (Lectures \$2.25, Kit containing all other materials, \$10.00, post paid)

**Document Not Available from EDRS.**

Descriptors—Course Content, Educational Alternatives, Educational Games, Educational Innovation, Educational Programs, \*Futures (of Society), Higher Education, History Instruction, \*Independent Study, \*Instructional Materials, \*Interdisciplinary Approach, \*Newspapers, Study Guides, Supplementary Reading Materials, Tests, \*United States History

This national program offers college-level instruction through the newspaper. Published by the University Extension of the University of California at San Diego, this resource kit combines a course on United States history and the future of man and society. The kit contains a soundsheet, lectures, student study guide, student

reader, self-tests, and a future game. The soundsheet provides an introduction to the course. The lecture booklet, divided into eleven thematic units, presents twenty lectures by outstanding historians, sociologists, biophysicists, biochemists, biologists, physicists, economists, psychologists, and lawyers. The study guide provides a set of questions on each lecture, an interpretation of the lecture, short definitions of key concepts, a bibliography of suggested readings, and sources for action for each thematic unit. The student reader contains a collection of articles selected to enlarge upon the topics covered in the lectures and to present points of view divergent from those of the lecture authors. The self tests provide short answer and essay questions to test comprehension of the material. The future game is a simulation in which the player must determine the allocation of human and natural resources to assure the best balance of resources for the future. (DE)

ED 099 278 SO 007 976

Dynneson, Thomas L.

**Preparing Today's Students for Tomorrow's Social Conflicts: A Systems Approach.**

Pub Date 74

Note—12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, Illinois, November 1974); Page 6 removed due to copyright restrictions

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Case Studies, Conceptual Schemes, \*Conflict Resolution, Elementary Education, Models, \*Problem Solving, Secondary Education, Social Change, Social Problems, \*Social Studies, Teaching Techniques, World Problems

The case study analysis system was designed to increase student analytical skills while focusing on social conflict situations. The analysis system is a systematic means of identifying, classifying, and clarifying factors found in social conflict situations. Students are also expected to gain insights into forces that change social structures. Through case study students become aware of unfamiliar as well as creative solutions to threatening and dangerous conflict predicaments. Students who complete case study conflict analyses should be more sensitive to alternative conflict solutions, and perhaps more skillful at handling social conflict dilemmas. Suggestions are given to teachers for applying the system in the classroom as illustrated in an example. Suggestions are also provided for developing case study materials. (Author/JH)

ED 099 279 SO 007 977

Johnson, James R. Wilen, William W.

**Questions and Questioning: Research Studies.**

Pub Date 74

Note—9p.; From a workshop at the Annual Meeting of the National Council for the Social Studies (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Bibliographies, Classroom Techniques, Doctoral Theses, \*Educational Research, Effective Teaching, \*Inquiry Training, Learning Processes, Literature Reviews, \*Questioning Techniques, \*Research Reviews (Publications), Teacher Behavior, Teaching Techniques

The bibliography is composed of research studies and reviews of studies organized in alphabetical order by author. Most materials are unpublished doctoral dissertations while a few journal articles, project reports, research reports, and conference reports are also included. Topics of research involve questioning activities, behavior, and techniques of teachers and students in the classroom at the elementary through undergraduate levels. Research in a variety of subject matter areas is presented. The publication date and institution are given for each document; however, addresses and prices are not included. The materials range in date from 1912 to 1973, although the majority are dated in the late 1960's and early 1970's. (KSM)

ED 099 280 SO 007 978

Jones, F. Geoffrey

**Mastery Learning and Geography: Effects upon Achievement, Retention, and Time-to-Completion.**

Pub Date Nov 74

Note—21p.; Paper presented at the Annual Meeting of the College and University Faculty of the National Council for the Social Studies (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Achievement, Achievement Gains, \*Achievement Rating, Aptitude, Educational Research, \*Geography Instruction, Independent Study, Learning, \*Learning Theories, \*Pacing, Programmed Instruction, Retention Studies, Secondary Education, \*Teaching Methods, Time Factors (Learning)

This study compares self-instructional mastery and nonmastery treatments of a specially developed geography unit to determine if there were differences in learning, retention, and time-to-testing of high, middle, and low aptitude students. Mastery learning is an alternative which gives lower performing students the necessary additional time to learn while the progress of the higher aptitude student is retarded by withholding of additional learning tasks. Twenty grade 7 classes from Savannah-Chatham County School District, Georgia, were chosen as the experimental population. Mastery and nonmastery units were randomly assigned to classes in each school. Tests were administered to measure the students' learning and retention of the content materials. The results indicated that high and middle aptitude self-instructional mastery treatment students retained more than high and middle aptitude nonmastery students. Middle aptitude mastery students learned more than middle aptitude nonmastery students. There was no difference between learning and retention for low aptitude students across treatments. Therefore, the differences between aptitude levels were increased rather than diminished when self-instructional mastery units were used. The educational implications were that mastery treatment facilitated superior achievement at the price of less work covered in the time period, and that mastery treatment for low aptitude students could be effective only with close and careful teacher feedback instead of self-instruction. (DE)

ED 099 281 SO 007 979

Kimball, Richard Owen Ratliff, Stan

**Readings in Experiential Education: A Compendium of Model Programs.**

Pub Date Oct 74

Note—38p.; The authors are affiliated with the University of Colorado, School of Education

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Economically Disadvantaged, \*Educational Alternatives, \*Educational Innovation, \*Experimental Programs, Higher Education, \*Outdoor Education, Program Content, Program Descriptions, Secondary Education, Self Actualization, \*Student Experience, Underachievers

This report describes ten experiential education programs located throughout the United States. The principal objective of these programs is to improve the self-image of high school and college students through a series of challenging, adventuresome, and success-oriented outdoor experiences. Appreciation of outdoor science education, conservation issues, an historic sense of what early settlers faced, and an attempt to make school exciting also result from the programs. Thistlewood Camp, Togo, Minnesota; Operation Breakout, Cedar Hill, Missouri; Discovery Land, Inc., Bryan, Texas; and Project Apollo, Murray State University, Murray, Kentucky enroll the poor and the underachiever. The East High School Seminar, Denver, Colorado, targets itself to a group of 90 racially mixed high school seniors. The Learning/Living Term Program of Dartmouth College, Dartmouth, New Hampshire; Wilderness Workshop, Potsdam State College, Potsdam, New York; and the Survival, Urgency, Recreation, Growth, and Enthusiasm Program (S.U.R.G.E.) of Boston University offer programs for college students. In the Wilderness Environmental Seminar, San Juan Unified School District, Carmichael, California; and the Boulder Valley Institute, Lafayette, Colorado any student is encouraged to enroll. Project directors and official addresses are provided for further information. (DE)

ED 099 282 SO 007 980

Khanlian, John F.

**Juvenile Justice.**

Institute for Political/Legal Education, Pitman, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date 74

Note—189p.

Available from—Institute for Political/Legal Education, P.O. Box 426, Glassboro Woodbury Road, Pitman NJ 08071 (\$5.00 each)

Document Not Available from EDRS.

Descriptors—Civil Liberties, Court Cases, Curriculum Guides, Delinquency, Dress Codes, Due Process, Freedom of Speech, Inquiry Training, \*Justice, \*Juvenile Courts, \*Law Instruction, \*School Law, School Policy, Secondary Education, Social Studies, \*Student Rights, Student School Relationship, Youth Problems

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This curriculum manual provides information, raises issues and questions of controversy, and suggests certain learning activities which will acquaint high school students with the law as it affects their lives both in school and in the community. Questions discussed in the section called Youth in School include truancy, freedom of expression, personal appearance, and due process. Topics discussed under Juveniles and the Law include the juvenile court and other aspects of juvenile justice. A third section approaches the underlying principles of authority and respect upon which the justice system rests and delves into ways of changing the system. Real and hypothetical case studies focusing on the inquiry approach to learning are presented. Also included are readings, role-playing simulation games, and other types of classroom activities. Each topic covered in the manual is designed so that a maximum of flexibility is possible regarding lesson plans. Class time spent in study and discussion of a particular subject area can be determined by class interest. Concentration on New Jersey laws does not preclude the manual's usefulness in other states. (Author/JH)

ED 099 283 SO 007 981

Freeman, Robert E.

**Curriculum Materials Evaluation as a Process for Changing Education: Work of the Diablo Valley Education Project.**

Diablo Valley Education Project, Orinda, Calif.

Pub Date Mar 74

Note—29p.; The unedited Handbook of Evaluated Materials for Secondary Social Studies is ED 086 612

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Change Strategies, \*Content Analysis, Curriculum Development, \*Curriculum Evaluation, Educational Change, Evaluation Criteria, \*Evaluation Methods, \*Global Approach, Material Development, Secondary Education, Social Studies, \*Textbook Evaluation

During 1972-73 the Diablo Valley Education Project, a joint program of the Center for War/Peace Studies and the Mt. Diablo Unified School District, designed and ran a materials evaluation program of 49 curriculum project materials, 8 simulation games, and 5 multimedia kits dealing with global perspective. The objective of the program was to use materials evaluation as a means to make local schools effective instruments in teaching about human dignity and global problems. The program was designed to use the existing school structure, involve the community, and set up a self-evaluation to test results. Materials for evaluation were chosen according to global perspective, organization of content, quality of supplementary materials, flexibility, format, reading level, and cost. District social studies teachers were responsible for testing the materials in the classroom and for completing a lesson log sheet, evaluation questionnaire, and oral evaluation. The results were a 35 percent increase in the use of global perspective materials, an increase in intraschool and interschool communication, and a handbook of materials evaluation. Appendices include a sample teacher evaluation, log sheet, and list of materials tested. An edited handbook of the materials evaluation is available through the Center for War/Peace Studies and as ED 096 236. (DE)

ED 099 284 SO 007 982

Yandell, Wilson And Others

The School Unit as a Changing Teaching-Learning Environment; Joint Consultation by a Mental Health Consultant and Curriculum Specialists. Diablo Valley Education Project, Orinda, Calif. Pub Date 8 Apr 74

Note—17p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

## POSTAGE

Descriptors—Behavior Change, Behavior Patterns, \*Change Agents, Change Strategies, Conflict, \*Conflict Resolution, \*Consultation Programs, \*Curriculum Planning, Educational Change, Elementary Education, Global Approach, Problem Solving, Social Studies, \*Teacher Attitudes, Teacher Improvement

In order to promote change in teaching about conflict and war, a Mt. Diablo California Unified School District elementary school established an ongoing consultation program for considering teacher values and curriculum content. The plan called for a collaborative effort in combining the methodology of mental health consultation with resource persons familiar with social studies curriculum and inservice teacher training. Consultation meetings with faculty, principal, and consultant team occurred twice a month for seven months. The process of the meetings, which was to determine the direction of the goals, was left to the faculty participants. Over a period of months resistance among the participants developed within the group process. Certain issues were not talked about, as goal setting began to take on less importance in the meetings than the introduction of new curriculum content. Resistance developed to the leadership of the principal. The results of the program were both positive and negative. Whereas progress was made in the effort to implement new curriculum ideas, many of the participants felt it did not go far enough in values and goal clarification. Most of the teachers and the principal felt they were more understanding and comfortable with others at the end of the program. All identified a greater understanding and ease with the presence of conflict after working through conflict situations within the group process. The results indicated the possibility that the school could be the environment and unit of change for more effective resolution of conflict. (DE)

ED 099 285 SO 007 983

Oswald, James M.

Intercultural Social Studies Project. [And] Appendix A: A Pedagogical Framework for Global Cultural Studies. Final Report.

American Universities Field Staff, Inc., Hanover, N.H.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-2088

Pub Date 26 Nov 74

Contract—OEC-0-72-3576

Note—54p.; A related document is SO 007 984

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

## POSTAGE

Descriptors—\*Cross Cultural Studies, Curriculum Development, Field Studies, \*Global Approach, High School Curriculum, \*Intercultural Programs, Models, Networks, Projects, Reports, Secondary Education, \*Social Studies, Staff Role

Identifiers—\*Intercultural Social Studies Project

A report of the second and final year of the Intercultural Social Studies Project for Secondary Schools is presented. The project maintained a culture studies network of 103 teachers and their students from June 1972 to August 1974. Major activities and accomplishments included the design of more than 100 Fieldstaff Perspectives in booklet, photograph, map, and simulation games form as well as field testing within the project network. Materials were prepared to meet a variety of reading ability levels, conceptual comprehension levels, and interest levels. Staff leadership resulted in production and testing of materials, workshops for culture studies teachers, articles in professional journals and newsletters, and a model pedagogical framework for studying cultures. The appended framework for global cultural studies contains objectives for the Project and explains the assumptions for implementation of the inquiry-based instructional materials organized into multimedia units. SO 007 984 contains appendices with representative examples of

project field test materials, project newsletters, participant application forms, and lists of participants, participant and evaluator responses, project policy committee members, project evaluators, and project staff. (Author/KSM)

ED 099 286

SO 007 984

Oswald, James M.

Intercultural Social Studies Project. Appendices B, C, D, G, H, and I.

American Universities Field Staff, Inc., Hanover, N.H.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-2088

Pub Date 26 Nov 74

Contract—OEC-0-72-3576

Note—114p.; Because of marginal legibility these appendices are available in microfiche only from EDRS. Paper copy is available from American Universities Fieldstaffs; SO 007 983 is a related document

Available from—American Universities Fieldstaff, Intercultural Social Studies Project, 3 Lebanon Street, Hanover, New Hampshire 03755 (paper copy of appendices)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Cross Cultural Studies, Curriculum Development, \*Global Approach, Group Membership, Instructional Staff, \*Intercultural Programs, Newsletters, Participant Involvement, Program Evaluation, Projects, \*Records (Forms), Reports, Secondary Education, \*Social Studies

Identifiers—\*Intercultural Social Studies Project

Appendices to the 1972-1974 report for the Intercultural Social Studies Project for Secondary Schools are presented. They are part of a report describing the major activities and accomplishments of the project which maintained a culture studies network of teachers in which materials designed by project staff were field tested. The appendices contain representative examples of project fieldtest materials, project newsletters, lists of fieldtest participants, representative examples of participant and evaluator responses, a project participant form, and lists of project policy committee and advisory committee members, project evaluators, and of the project staff. SO 007 983 is the final report and also contains Appendix A, a pedagogical framework for global cultural studies. (Author/KSM)

ED 099 287

SO 007 985

Lein, Laura And Others

Work and Family Life. Phase 1. Final Report.

Center for the Study of Public Policy, Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—3-3094

Pub Date 74

Note—219p.

EDRS Price MF-\$0.75 HC-\$10.20 PLUS

## POSTAGE

Descriptors—\*Child Care, Child Rearing, \*Family (Sociological Unit), Family Life, Feminism, Field Interviews, Formative Evaluation, \*Home Management, \*Life Style, Marriage, Parent Role, Parents, Research, Sex Role, Social Values, \*Working Parents, Working Women

This is the first of a series of working papers and reports on aspects of modern American families. It investigates the issues and problems facing families with preschool children, when both of the parents are employed. The composite portrait of family styles within a sample of 14 young families begins with a project history. The literature is reviewed, the inception of the project described, and the research design presented. To discover how individuals view their families and relate to them, five research instruments, all appended, were developed: interviews; daily logs; demographic forms; observation instructions; and participant observations. The following chapters each deal with an aspect of one of the series of transformations initiated in the organization of the home by the wife's working. These include allocation of child care and household responsibilities; nonparental child care; pressures, motivations, and satisfactions of parenting in dual-working families; and the coordination of home and work. It was generally concluded that the effects of maintaining primary control over child care are widespread in the family system, that the consequences of the decision of the wife to work ex-

tend to the relations between the spouses, and that an image of the irritable wife and mother was one response of the working mother who accepts all cultural expectations without awareness of the psychological strain this induces. Also appended are staff autobiographies, an informed consent document, and coding topics. (Author/KSM)

ED 099 288

SO 007 986

Duke, Christopher

Recurrent Education. Policy and Development in OECD Member Countries: Australia.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 74

Note—95p.; Related documents are ED 082 007, 083 365, and SO 007 957

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$5.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

## POSTAGE

Descriptors—\*Adult Education, Adult Learning, Change Strategies, \*Comparative Education, Continuation Education, \*Continuous Learning, Educational Alternatives, Educational Change, Educational Trends, Higher Education, Inservice Education, Post Secondary Education, Research, Technical Education

Identifiers—\*Australia, Recurrent Education

This report on Australia is one of a series of reports on the development of recurrent education in member countries by the Center for Educational Research and Innovation. The report outlines the Australian educational system, surveys official views and policies in education and government, and compares these to a checklist of the basic principles of recurrent education. The first part of the document briefly explores the meaning of recurrent education as the term is being employed in OECD and other circles. Recurrent education is an alternative educational planning strategy, the purpose of which is to provide opportunities for alternate post secondary education with other activities throughout life. The difference between the concept of recurrent education and permanent, continuous, or life long education is that recurrent education stresses a specific long-range strategy which relates to economic and manpower policies and restructuring the present formal system of education. The educational changes implied by recurrent education are inseparable from wider social changes. In Australia there is no official commitment to a policy or strategy of recurrent education although official statements and initiatives have included component elements. The latter half of the document analyzes trends toward recurrent education within the formal educational system and within Australian society, the professions, the world of work, and adult education. In the conclusion the problems in planning and implementing recurrent education in Australia are discussed. (Author/SH)

ED 099 289

SO 007 987

The Handwriting Is on the Wall. A World Development Primer.

World Neighbors, Inc., Oklahoma City, Okla.

Note—46p.

Available from—World Neighbors, 5116 N. Portland, Oklahoma City, Oklahoma 73112 (\$1.00 each, \$0.75 over 100)

Document Not Available from EDRS.

Descriptors—Anthologies, \*Developing Nations, \*Economic Development, \*Global Approach, Human Development, Living Standards, Population Trends, Social Change, \*World Affairs, \*World Problems

This anthology of writings on world development examines the widening gap between the rich and the poor of the world. Development is understood to mean the struggle to realize a just and humane life for everyone. The thoughts of third world economists and political leaders as well as those of European and North American observers are included. The first section of this anthology, "Looking at the Wall," provides an overview of development. Selections from books and articles by Ivan Illich, William and Paul Paddock, Barbara Ward, the Pearson Commission, Robert E. Hunter, Julius Nyerere, and Denis Goulet discuss the what, why, and how of world development. The second section, "Looking at the Stones," breaks development down into topic

areas such as population, trade, and agriculture. Each topic is considered in depth and from several viewpoints in the form of quotes from various authors. The complexities of the problems are elucidated by a spectrum of opinions. The appendix contains the following sources: authors quoted; suggested readings; and sources of information such as organizations, individuals, and publications. The last part of the appendix consists of notes to the anthology passages. (Author/SH)

**ED 099 290** SO 007 988  
Saad, Geti, Comp.

**Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 7, No. 3, 1973, Period Covered, July-September 1973.**

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
Report No.—TT-73-53000-03  
Pub Date 73

Note—57p.; ED 097 238 is a related document  
**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Curriculum Development, \*Educational Administration, Educational Objectives, Educational Policy, \*Educational Research, Elementary Secondary Education, Higher Education, \*Libraries, Student Problems, Teacher Education, Teaching Methods, Technical Education, Textbooks, Womens Education  
**Identifiers**—\*Pakistan

This annotated bibliography lists 101 entries of selected, educationally oriented materials from Pakistani journals, newspapers, and government publications. The materials are organized into 27 categories: administration, organization, and financing of education; adult education; agricultural education; childhood education; comparative education; curriculum; development of education; education goals, planning, and reforms; elementary and secondary education; examinations; health education; higher education; teaching languages, literature for children; philosophy of education; science education; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general, and libraries (a special section). An index of writers completes the bibliography. (JH)

**ED 099 291** 88 SO 007 989  
Music, Grades 7-9. Secondary Schools Curriculum Guide.

Cranston School Dept., R.I.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73  
Note—81p.; See SO 007 990 for a guide to grades 10-12

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Applied Music, Class Activities, Course Content, Course Objectives, Curriculum Guides, Junior High Schools, \*Music Activities, Musical Instruments, Music Appreciation, \*Music Education, Teaching Techniques  
**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

Five course titles are included in this music guide for use in grades 7-9: General Music 1, an introduction to music and musical instruments; General Music 2, a survey of types of music; History of Popular Music; Music-Guitar; and Basic Keyboard. The major objective of each course is predicated on student and teacher observation of the students' ability to perform the specific activities grouped in topic areas under the major objective. The teacher can use the guide to prepare lessons and to provide individual students and groups of students with a resource to aid them in achieving expected goals. The material is presented in portions of a school year, making it possible for students to relearn or make up a portion of a year's course. The activities or subobjectives were developed with Bloom's taxonomy of affective, cognitive, and psychomotor domains in mind. (JH)

**ED 099 292** 88 SO 007 990  
Music, Grades 10-12. Secondary Schools Curriculum Guide.  
Cranston School Dept., R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—77p.; See SO 007 989 for a guide to grades 7-9

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—\*Aesthetic Education, Applied Music, \*Art Appreciation, Choral Music, Class Activities, Course Content, Course Objectives, Curriculum Guides, \*Fine Arts, \*Humanities Instruction, \*Music Education, Music Theory, Secondary Education, Teaching Techniques, Vocal Music

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

Nine courses are included in this music guide for grades 10-12: Music Theory; Humanities: Renaissance, Baroque, and Classical; Humanities: Idealism vs. Realism; Humanities: 20th Century Man and His World; A Capella Choir; Choral; Band; and Basic Keyboard Study. Major objectives, numbered objectives, and activities indicate level of learning, content, and means of evaluation. The activities were developed with Bloom's taxonomy of affective, cognitive, and psychomotor domains in mind. The teacher can use the guide to prepare lessons and to provide individual students and groups of students with a resource to aid them in achieving expected goals. The material is presented in portions of a school year, making it possible for students to relearn or make up a portion of a year's course. (JH)

**ED 099 293** SO 007 991  
Art, Grades 7-12. Secondary Schools Curriculum Guide.

Cranston School Dept., R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence.

Pub Date 73

Note—234p.

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

**Descriptors**—\*Art, Art Activities, \*Art Education, Behavioral Objectives, Ceramics, Curriculum Guides, \*Design Crafts, Freehand Drawing, \*Graphic Arts, Painting, Paper (Material), \*Sculpture, Secondary Education, Visual Arts

This secondary art curriculum is divided into 41 sections which may be taught separately or grouped for a full year course. It is intended as a resource for teachers, students, and others interested in curriculum development. The first 22 sections are recommended for junior high grades: sections 1-11 deal with design elements and principles and sections 12-22 with techniques—lettering, sculpture, jewelry, textile and fiber design, paper sculpture, printmaking, ceramics, drawing, and film making. Sections 23-41, recommended for high school grades, offer more advanced interpretations of design elements and basic media beginning with approaches to drawing and concluding with figure sculpture. At least one major objective is stated for each section, followed by specific objectives that indicate the level of learning, content, and means of evaluation. Most specific objectives are followed by several activities which indicate how the student will attain the objective or which may be considered as subobjectives. Art materials are suggested within the objectives and activities. (SH)

**ED 099 294** SO 007 993  
Hawke, Sharryl  
Death and Dying—A Living Study. Profiles of Promise 35.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—5p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$9.00 for 30 issues)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Behavioral Sciences, Beliefs, \*Changing Attitudes, Community Resources, Continuous Learning, \*Death, Human Living, Human Resources, Program Descriptions,

Secondary Education, \*Student Attitudes, \*Student Experience, Units of Study (Subject Fields)

**Identifiers**—Corapolis, Pennsylvania, Profiles of Promise

Realizing that all students have to deal with death at some time, yet receive no formal education in the subject, Alex Kramer, a high school teacher at Moon High School, Corapolis, Pennsylvania, decided to create a program which would give students an opportunity to study death and the process of dying as integral parts of life. Kramer's goals, designed for his behavioral science class of juniors and seniors, are to promote realistic attitudes about death and to dispel myths and fears associated with it. To achieve these objectives, death is studied from several perspectives. Students are visited by doctors, nurses, ambulance attendants, and a mortician, all of whom deal with different aspects of death. They read letters from wartime soldiers who faced the probability of their own death daily. Students tour cemeteries, hold class discussions on topics such as euthanasia and cryonics, and answer questionnaires on their own religion's response to death. To evaluate his class, Kramer requires his students to answer a questionnaire. It reveals that by treating death as a fact of life students fear death less and appreciate life more. (Author/CF)

**ED 099 295** SO 007 996  
Hawke, Sharryl

Out of the Classroom—Into the Field. Profiles of Promise 32.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—5p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$9.00 for 30 issues)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—\*Cocurricular Activities, Community Resources, Field Experience Programs, \*Field Trips, \*Geography, Group Activities, History, Interdisciplinary Approach, Map Skills, Primary Sources, Program Descriptions, Research Methodology, \*Research Skills, Secondary Education, Social Studies, Student Experience, Student Participation, \*Teaching Procedures

**Identifiers**—California, La Palma, Profiles of Promise

A junior high school geography class in La Palma, California, offers extensive field trip experiences to teach students methods of historical-geographical research. Resulting from a course that develops research methods in social studies, a club was formed that provides overnight excursions in various field activities. The club is open to 9th and 10th grade students who have completed prerequisite course offerings that provide background in the fundamentals of historical research. Through the use of primary and secondary source materials, students develop skills in map and chart reading and interpreting survey reports and aerial photographs. Members of the club apply this knowledge while participating in field expeditions that can last from a 3-day weekend trip to 11-day outings during long school vacations. In the field, students learn the techniques of historians, geographers, archaeologists, and geologists in identifying geological landmarks, looking for historical artifacts, and surviving in primitive conditions. One such activity allowed the students to spend a week at Fort Bridger, a nearby community resource, living as much like the original pioneer inhabitants as possible. Students keep accurate logs of their activities and findings. Evaluation is based on students' written reports and overall performances. After completing the course students view social studies as a vital, living study and better understand the importance of cooperation and working together. (Author/JR)

**ED 099 296** SO 007 997  
Hawke, Sharryl  
POSS/HASPEG: Exploring the Social Studies. Profiles of Promise 33.

**ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.:** Social Science Education Consortium, Inc., Boulder, Colo.

**Spons Agency—National Inst. of Education (DHEW),** Washington, D.C.  
**Pub Date [74]**

**Note—5p.**

**Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$9.00 for 30 issues)**

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—Course Descriptions, Course Organization, Curriculum, \*Curriculum Development, Grade 6, Grade 7, \*Instructional Innovation, Interdisciplinary Approach, Junior High Schools, \*Process Education, Short Courses, Social Sciences, \*Social Studies, Teacher Developed Materials, Teaching Methods, Teaching Techniques, \*Unit Plan**

**Identifiers—Profiles of Promise**

Since 1971 Edison Junior High School in Janesville, Wisconsin, has developed and used an innovative social science curriculum for junior high students. Process of the Social Scientist (POSS) is a 2-year program for the combined sixth/seventh grade which places primary emphasis on the process used by working social scientists rather than on the content of the discipline. POSS stresses methods, techniques, and ways of thinking, rather than names, dates, and places. Students study geography, history, and political science in their first year, followed by anthropology, sociology, and economics in their second year. The History, Anthropology, Sociology, Political Science, Economics, Geography (HASPEG) curriculum is the POSS counterpart for eight graders. The HASPEG curriculum centers around short study units, each dealing with a topical problem or concern emerging from one of the disciplines. The entire program incorporates the innovative teaching concepts of team-teaching, multidisciplinary studies, contract learning, minunits, teacher-developed curriculum, and process learning. Teacher and student response has been enthusiastic as many students feel that the curriculum is more interesting and helps them to remember more. (Author/DE)

**ED 099 297 SO 007 998**

**Cardone, Kenneth Paine, Mary**

**Consumerism and the Decision Making Process. Project Quest [Quality Urban Environmental Study Training].**

**Brookton Public Schools, Mass.**

**Pub Date [74]**

**Note—23p.;** Transparencies and slides mentioned in this document are not available from EDRS

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—Commercial Art, \*Consumer Education, \*Economic Education, Educational Games, Elementary Education, Junior High Schools, Learning Activities, \*Propaganda, Publicize, \*Social Studies Units, Teaching Techniques**

Activities for grades 4, 5, 6, and junior high acquaint students with consumer and economic problems, particularly how people spend money and methods used in advertising. The guide opens with a vocabulary list. Then, five objectives, using hypothetical situations, introduce the student to the decisions involved in spending money wisely. For instance, objective 3 requires students to justify the use of a hypothetical birthday gift of \$10.00. To clarify the decision-making process, the guide suggests choices, illustrated by slides; "why type" questions; oral discussion; and small groups doing comparison shopping from newspaper ads. Next, a teaching unit on propaganda describes seven forms of propaganda to be illustrated by transparencies and discussed in class. Twenty-five projects dealing with propaganda or consumer activities, such as watching TV in order to analyze commercials, making a menu for a hamburger stand, and three consumer game suggestions for the classroom conclude the guide. (JH)

**ED 099 298 SO 007 999**

**Lowellen, James R.**

**Adolescent Political Education and Political Participation.**

**Pub Date 27 Nov 74**

**Note—20p.;** Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, Illinois, November 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—Civics, \*Cocurricular Activities, \*Educational Research, Political Attitudes, \*Political Influences, \*Political Socialization, School Community Programs, Secondary Education, Student Organizations, \*Student Participation**

This research report studies the impact of informal extracurricular activities and formal social studies curriculum on the political socialization process of high school students. The hypothesis is that involvement in extracurricular activities, school partisan political activities, and exposure to formal course work in social studies is positively related to political participation. Results of testing 1,811 high school students in Washington, D. C. indicate that extracurricular activities and school partisan political activities are not consistently positive in correlation with political participation. The correlation between the number of social studies courses the student takes and political participation is also weak. When testing for civics and government courses that include involvement in real political and community activities the correlation with later political participation is positive. The major implication of the report is that, if one wants to promote political participation, class activities and extracurricular activities should include out-of-class, real political and community activities. (Author/DE)

**ED 099 299 SO 008 002**

**Foxwell, V. Susan**

**Resource Materials for Consumer Education, A Revision.**

**Alaska State Dept. of Education, Juneau.; Alaska State Dept. of Law, Juneau.**

**Pub Date Aug 74**

**Note—62p.;** This document is an update of the original bibliography, ED 070 719

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors—\*Audiovisual Aids, Bibliographies, Consumer Economics, \*Consumer Education, Elementary Education, Elementary Secondary Education, \*Home Economics, Home Management, \*Money Management, Purchasing, Resource Guides, \*Resource Materials, Secondary Education, Social Studies**

This guide to resources in consumer education for grade levels K-12 is a revision and updating of a previous guide, ED 070 719. Resources are described in the following categories: multimedia; films; filmstrips; slides, pictures, and transparencies; booklets and study materials; books; records and tapes; teaching units, guidelines, and bibliographies; and games and other teaching aids. The bulk of the entries are filmstrips and booklets. Descriptive information such as grade level, cost, titles and component parts, developers, purpose, and format are included where available. Source information is included for each entry. (JH)

**ED 099 300 SO 008 006**

**Allen, Rodney F.**

**But the Earth Abideth Forever: Values in Environmental Education.**

**Note—37p.**

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors—Educational Objectives, Elementary Education, Environmental Criteria, \*Environmental Education, Ethical Values, \*Humanistic Education, \*Moral Development, Moral Values, Personal Values, Questioning Techniques, Secondary Education, Social Values, Teaching Models, \*Teaching Techniques, \*Values**

This document describes how environmental educators can incorporate values education into their classrooms. After analyzing Kohlberg's stages of moral development, the first section of the paper stresses that the environmental educator needs to facilitate student dialogue and reasoning appropriate to the student's moral stage and to encourage progress to the next level. Seven values objectives are provided for the teacher that include the development of equality, empathy, factual knowledge, social ethical principles, personal ethical principles, moral judgments and resolutions, and action. Ten specific teaching processes for guiding the classroom teachers in developing questions for student reflection are presented. The first three instructional models set forth processes for teaching basic skills for ethical analysis and reasoning. The three processes which

follow stress an empathetic mode for understanding others' values and feelings. The next two processes involve contemplating stressing introspection and shaping of one's own ethos and worldview. The last two are analytic, demanding the student to set forth the reason and principles which warrant his particular judgment and then defend these reasons in ways appropriate to his moral development. (Author/DE)

**ED 099 301 SO 008 009**

**Rabin, Jack Dodd, Donald B.**

**The "ERA" Comes to New Columbia. [A Simulation.]**

**Pub Date 73**

**Note—14p.**

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—Civics, \*Civil Rights, \*Classroom Games, Educational Games, Elections, \*Feminism, Higher Education, \*Political Issues, Political Science, Role Playing, Secondary Education, \*Simulation, Social Studies, State Legislation**

A game designed to introduce secondary and college students to the legislative process and the issues surrounding the Equal Rights Amendment through simulation and role playing is presented. The simulation places the student in the role of a member of the Senate Judiciary Committee of the State Legislature of the hypothetical state of New Columbia. At stake is whether or not the committee will recommend to the State the passage of the Equal Rights Amendment which states that "equality of rights under the law shall not be denied or abridged by the U.S. or any state on account of sex." The student plays one of seven roles corresponding to the many pro and con opinions that have been expressed about the amendment. Step by step procedures lead students into three rounds (taking approximately 40 minutes) where they: (1) review the task in front of them, (2) attend a strategy-negotiation session where coalitions and compromises can be made, and (3) attend a voting session where debate and voting will finally take place. Once a majority vote has been obtained, the committee's task is concluded, and a feedback session can begin where strategies and opinions are discussed. Materials consist of a content outline and role playing instruction. (Author/DE)

**ED 099 302 SO 008 010**

**Chackles, Robert R.**

**Chuckholes in the Bumpy Road from Research to Application.**

**Pub Date Aug 74**

**Note—20p.;** Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors—Communication (Thought Transfer), Curriculum Development, \*Educational Development, Educational Research, Educational Technology, \*Information Utilization, Learning Processes, \*Psychological Studies, \*Relevance (Education), Research Design, Research Reviews (Publications), \*Research Utilization**

**Identifiers—\*Social Science Research**

Neglected activities in the research-to-application process and various characteristics of basic studies in psychology are the causes of failure in translating research into operational applications. A model of activities involved in the research application process includes two areas of strength: (1) basic research on a constructed theory and (2) the development of technology and its practical application. Collation and interpretation of research—a demanding task—and the function of translating, or facilitating communication between research communities and the world of practice, are intermediating activities that need to be emphasized and recognized. The second cause of failure was conceptualized during an investigation of learning research: characteristics of experimental procedure found to determine a study's application potential became more applicable as experimenter control declined. For instance, an artificially controlled environment makes a study's application less practicable than a natural one. A similar continuum operates on the objective, task, stimulus, response, motivation, and time elements of basic research. One way to make basic research more applicable would be to define an investigatable problem

through an analysis of an operational problem rather than through a review of prior basic research or through theory alone. (JH)

**ED 099 303** SO 008 012

Koscielniak, James

The Nature of Introductory Economics Courses. Pub Date [74]

Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Conceptual Schemes, \*Course Content, \*Economic Change, \*Economic Education, \*Economics, Educational Research, Higher Education, Instructional Innovation, Relevance (Education), School Surveys, Surveys, \*Teaching Techniques, Textbooks, Thematic Approach

Identifiers—\*Introductory Courses

This survey provides information about the content of introductory economic courses. Responses from 62 midwestern college and university instructors of introductory economics characterize the content, methods, texts, and conceptual approaches currently used. Results of the study show that introductory courses teach supply and demand, product markets, national income accounts, fiscal policy, monetary policy, factor markets, consumer choice, and international economics. Community college instructors also tend to include history of economic thought, current economic problems, and comparative economic systems. Ninety-five percent of the instructors lecture—most with the reinforcement of discussion and programmed or audiovisual materials. Two texts, Samuelson's and McConnell's, are the most widely used. A macro-microeconomics approach to the course is used by 94 percent of the instructors. Our present, unpredicted economic state, compared with the relatively unvaried content of economic courses, suggests the need for new approaches, among them, perhaps, a chronological study of economic analysis, world-wide economic models, emphasis on psychological and philosophic determinants, and others. (JH)

**ED 099 304** SO 008 013

Rosenshine, Barak

Curriculum and Other Contextual Variables. Pub Date 74

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Academic Achievement, \*Content Analysis, Course Content, Curriculum, Curriculum Development, \*Curriculum Evaluation, \*Curriculum Research, Educational Research, Research Criteria, Research Methodology, \*Research Needs, \*Research Opportunities, Social Studies, Teaching Procedures

This document examines contextual variables and how they affect instructional processes and educational outcomes. One contextual variable which has not received enough attention is the curriculum-material package. Curriculum packages represent potential experimental treatments. Possible research questions are whether these materials and instructions are suitable, whether they are used properly, and whether the outcomes are the ones which are expected. Once the effectiveness of a curriculum package is analyzed, the next research step is to assess the content and how it affects curriculum results. Research to date indicates that different curricula produce different patterns of achievement and that these patterns are strongly influenced by the content emphasized in the curriculum. Further research into this area might study the influence of content, time available for instruction, student attention to task, opportunity to learn, and teacher emphasis on student achievement. (Author/DE)

## SP

**ED 099 305** SP 008 444

Smith, Albert

A New Strategy for Improving College Teaching. Part 6: 1973 Academic/Administrative Guidelines for the President.

Pub Date Jun 73

Note—11p.

Available from—The International Creativity Center, Inc., Rountree House, 515 East Duval Street, Lake City, Florida 32055 (\$10.00 annually)

Journal Cit—Creative Notebook International for Presidents, A Journal of Applied Creativity; v7 n10 p1-12 June 1973

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*College Instruction, Individualized Instruction, \*Instructional Improvement, Learning Characteristics, \*Personality Assessment, Personality Tests, Student Attitudes, \*Student Characteristics, Teaching Quality, \*Teaching Styles

Identifiers—\*Meyers Briggs Type Indicator

The strategy for improving college teaching includes: (a) a method for measuring student learning styles, (b) the design of alternative learning activities for student learning styles, (c) the matching of student learning styles with instructional activities, and (d) a research model for improving college teaching. The Myers-Briggs Type Indicator (MBTI) is a self-administering questionnaire which can be used for measuring student learning styles. Direction of interest, perception, judgment, and life style are measured by the MBTI, and learning styles can be ascertained from these measures. Self-paced learning systems with various learning activities can be adopted. Research at the University of Florida indicates that there is a correlation between a student's score on the MBTI and his preference for college teaching methods and that the individualization of instruction with a variety of learning experiences is a desirable teaching strategy for college teachers. The practical research model for improving college teaching requires research studies which would measure teacher and student learning styles through use of the MBTI. The data gathered from such research could be used by the faculty to design more appropriate learning experiences for students. (HMD)

**ED 099 306** SP 008 480

Cronbach, Lee J.

Consistency and Stability of Interaction Effects from Classroom to Classroom: Pilot Studies.

Spencer Foundation, Chicago, Ill.

Pub Date 30 Sep 74

Note—21p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Analysis of Variance, Classroom Research, \*Educational Research, Multiple Regression Analysis, Research Design, \*Research Methodology, Research Problems, \*Statistical Analysis

This interim report is concerned with the analysis of educational experiments and quasiexperiments where alternative teaching methods are applied to intact classes or where alternative programs are set up in samples of schools or communities. Generally, such studies have used the class, the school, or the community as the unit of sampling with the consequence that investigators have based the number of degrees of freedom in their statistical calculations on the number of classes. However, the author believes that a further distinction must be made: that is, between effects that operate at the class level and effects that operate within the class. The variance in an outcome measure can be divided into between-class and within-class components. The between-class variance can in turn be divided into variance predicted from the aptitude level of the class and a residual. The within-class variance can be subdivided into the effect predicted from the within-class regression equation and a residual. The regression equation with each single class can then be computed and the residual reduced still further. The author has developed methods for completing such analysis and applies them to previous studies to show the effect of such analysis on the outcomes of studies. (HMD)

**ED 099 307** SP 008 497

Burkhart, Robert C.

Lenses for Performance Inquiry.

New York State Education Dept., Albany. Div. of Teacher Education and Certification; State Univ. of New York, Buffalo. Coll. at Buffalo.

Pub Date 70

Note—101p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Educational Improvement, \*Learning Processes, \*Learning Theories, Teacher

Centers, Teacher Education, \*Teacher Programs

This report describes a teacher training program which is based on an analysis of the inquiry process. The first chapter presents an operational construct of the inquiry process; method of program development and assessment through a phase analysis system; and a model for the structure of committees involved in program design, implementation, and assessment. The inquiry process is divided into five functions—conceptual, qualitative, procedural, suppositional, and evaluative—and each of the functions is related to the sensory, affective, and cognitive domains, yielding a total of 15 inquiry processes. The second chapter is an analysis of American cultural modes of response isolated into the 15 inquiry categories. The modes of response were determined by an analysis of 2,400 magazine advertisements. The third chapter is an open letter to parents exhorting them to interact with their children in ways that reflect an understanding of various inquiry processes. Chapter 4 lists children's books according to the inquiry process to which they relate. Chapter 5 sketches the history of the research underlying the development of the program, as well as the implementation and assessment of the program. (HMD)

**ED 099 308** 95 SP 008 611

Edelfelt, Roy A.

In-Service Teacher Education—Sources in the ERIC System.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—17p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, \*Information Sources, \*Inservice Teacher Education, \*Literature Reviews, Program Descriptions

A total of 256 ERIC 1973 and 1974 citations dealing with inservice teacher education was reviewed. Types of documents included project and research reports, syntheses of theory and research, precis of doctoral theses, program proposals, and evaluation studies. Programs to improve the teaching of reading and math to disadvantaged students were numerous, and introductions to new curricula in other subject areas were well presented. Although many subjects were treated, the reports reflect little attempt to formulate a comprehensive program. Too often, objectives were narrow and unrelated to a larger purpose, and most of the programs focused on the teacher as an individual rather than as a member of a group. None of the reported programs was comprehensive, dealing broadly with the professionalization of teachers in a full sense. Few of the reports dealt with formal graduate study. Four documents dealing with broad concerns are identified, and a 30-item selected annotated bibliography is included. (MBM)

**ED 099 309** 95 SP 008 612

Imig, David

Alternatives for Schools of Education Confronted with Enrollment and Revenue Reductions.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—19p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Alternatives, \*Educational Change, \*Futures (of Society), \*Schools of Education, \*Teacher Education, Trend Analysis

This monograph reviews the alternative responses to the current teacher supply and demand situation being made by schools, colleges, and departments of education. Some options are identified as eliminating nonproductive programs and courses, emphasizing training in areas where shortages exist, refocusing the orientation of institutions to meet the training needs of nonschool settings, and expanding school service components, particularly inservice and continuing education oriented to the needs and aspirations of teachers in school situations. It is impossible to predict accurately the number of new teachers

that will be needed in the future, and additional questions are therefore whether society will be willing to support a teaching force adequate for peak demand periods and whether employment alternatives should be considered. The teacher surplus does not take into account the growing need for new types of learning facilitators in nonschool settings, and these options should be considered as part of a realistic response to preparing multifaceted personnel for all of America's learning institutions. (MBM)

**ED 099 310** 95 SP 008 613  
Althoff, Sally A.

**Preparing Teachers, Students and Citizens To Deal Constructively with the Problems and Potentialities of Aging.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—80p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

**Descriptors**—Death, Growth Patterns, \*Mental Health, Nutrition, \*Older Adults, \*Physical Health, Physiology, Psychology, \*Retirement, Scientific Research, \*Senior Citizens

This monograph offers information, suggestions, and proposals to teachers, students, and citizens to increase their understanding of the aging process in both its physical and psychosociological aspects. Part I, *What Is Aging?* examines various aspects of aging, some of its major characteristics, and what it is like to grow old in the U.S. today. Part II is concerned with the physical aspects of aging: how the body changes; the aging processes of human cells, human tissue, and organ systems; aging and disease; some theories on why aging takes place; and suggestions on how to deal constructively with aging. Part III examines some psychosociological aspects of aging, with emphasis on ways to encourage continued psychological and social involvement with the rest of the world. Appendixes provide details of resources for additional information. Appendix A describes programs for senior citizens, specifically those provided by ACTION and the Department of Labor. Appendix B lists materials available free from the Administration on Aging. Appendix C gives the locations of all regional and state agencies on aging. (MBM)

**ED 099 311** 95 SP 008 614  
Fay, Leo And Others

**The Reorganization of the Division of Teacher Education. Teacher Education Forum Series. Vol. 2, No. 1.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Grant—OEG-0-72-0492-725

Note—39p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 615-636

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

**Descriptors**—Administrative Organization, Decision Making, Evaluation Methods, \*Organization, \*Schools of Education, \*Teacher Programs

**Identifiers**—\*Indiana University

In the Division of Teacher Education at Indiana University, all teacher training programs and administrative and service functions are organized on an ad hoc working group basis. This document contains a description of the organizational arrangement within the division and a list of its teacher training programs. It also discusses the decision-making process within the Division of Teacher Education and includes a statement about the evaluation process. (Author)

**ED 099 312** 95 SP 008 615  
Bullock, Terry And Others

**1972-73 Evaluation Summary. Teacher Education Forum Series. Vol. 2, No. 2.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Grant—OEG-0-72-0492-725

Note—52p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

**Descriptors**—\*Annual Reports, Preservice Education, \*Program Evaluation, Schools of Education, Teacher Education

**Identifiers**—\*Indiana University

This report contains summaries of the final evaluation reports for the projects, programs and centers of the 1972-73 institutional grant programs in the Division of Teacher Education at Indiana University. The summaries include the name of the project, the director's name, a listing of faculty and professional staff, and the number of male and female students. In addition, the following information is included: (a) a description of the process and procedure evaluation activities and a summary of the results of these activities, (b) a list of the dissemination activities reported by the project director, (c) a summary of the strengths and weaknesses of the project, and (d) a statement about the future of the project. Twenty-two project report summaries are included in the document. (HMD)

**ED 099 313** 95 SP 008 616

Peterson, Vincent And Others

**Human Relations Training, Contracting and Field Experiences: An Integrative Approach to the Teaching of an Educational Foundations Course. Teacher Education Forum Series. Vol. 2, No. 3.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Nov 73

Grant—OEG-0-72-0492-725

Note—18p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

Available from—Division of Teacher Education, 325-Education Building, Indiana University, Bloomington, Indiana 47401 (No price quoted)

**Document Not Available from EDRS.**

**Descriptors**—\*Education Courses, \*Foundations of Education, Performance Contracts, Preservice Education, Sensitivity Training, Student Teaching, \*Teacher Education Curriculum

A new educational foundations course at Indiana University combines human relations training, contracting, and field experiences. Entering students are given a course overview, assigned to an area school for six hours per week, and pretested using various personality instruments. The class is subdivided into reference groups, with one full-time instructor responsible for each group. These reference groups serve as the focal point for human relations training and for indepth study of content areas. All students are required to design and fulfill a learning contract, using as resources selections from several content presentations made during the first month of the semester. Presentations include lectures, video tapes, demonstrations, and films. In addition, textbooks, learning modules, and bibliographies are made available to expand student exposure to content areas. Each student is required to keep a journal of his feelings and reactions to what he observes and learns. This journal serves as a log of the student's personal growth. The course work culminates in the final week of the semester when students meet with their reference group facilitators for assessment of their work. (HMD)

**ED 099 314** 95 SP 008 617

Turner, Richard L.

**An Overview of Research in Teacher Education. Teacher Education Forum Series. Vol. 2, No. 4.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Dec 73

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Note—41p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

Available from—Division of Teacher Education, 325-Education Building, Indiana University, Bloomington, Indiana 47401 (No price quoted)

**Document Not Available from EDRS.**

**Descriptors**—Case Studies (Education), \*Research, Research Needs, \*Success Factors, \*Teacher Education, \*Teacher Placement, \*Teacher Selection, Training

This document focuses on four main areas of research—training, placement, selection, and work success—in which information about teacher education can be categorized and discusses the relationships which exist between these categories. A

review of recent research is integrated into the discussion, highlighting studies performed in these areas. Concluding remarks note that while the quality of research in teacher education has improved, more effective studies—such as long-term studies, selection studies based on stronger motivational indicators, and early screening studies of potential teachers—are needed to produce meaningful improvements in policies and practices in teacher education. (JCW)

**ED 099 315** 95 SP 008 618

Dawson, Martha E.

**Community Based Multicultural Teacher Education in Comparative Perspective. Teacher Education Forum Series. Vol. 2, No. 5.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Dec 73

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Available from—Division of Teacher Education, 325-Education Building, Indiana University, Bloomington, Indiana 47401 (No price quoted)

**Document Not Available from EDRS.**

**Descriptors**—\*African American Studies, \*Cultural Pluralism, Education Courses, Teacher Education, \*Teacher Education Curriculum, \*Teacher Programs

This paper is divided into two parts: the first is a description of the community-based multicultural teacher education program at Indiana University, and the second is a proposal for community-based teacher training programs in Africa. The first section discusses the means and objectives of the community-based multicultural teacher education program and lists the courses with brief descriptions. The courses are designed so that students have three levels of sensitizing experiences: exploratory, developmental, and intensive. The second part of the paper outlines a model for community-based multicultural teacher education in foreign countries, particularly African countries. Three models of team teaching are presented, utilizing African teachers and expatriates. Resources for education in Africa are identified, including sources for teachers, programs, and funds. The paper closes with a brief discussion of programs for Africans studying in American universities and programs of African studies for Afro-Americans. (HMD)

**ED 099 316** 95 SP 008 619

Phillips, Gene D.

**The Role of Professional Education in a Contemporary University. Teacher Education Forum Series. Vol. 2, No. 6.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jan 74

Grant—OEG-0-72-0492-725

Note—13p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

**Descriptors**—Educational History, Educational Improvement, \*Educational Quality, \*Preservice Education, \*Schools of Education, \*Teacher Education

In this speech, the author traces the history of the effort to make teacher education a theoretically based enterprise—an effort that culminated in the development of schools of education. He then suggests that these institutions do not provide the proper environment and resources for the adequate preparation of teachers. The author asserts that Dewey's famous laboratory school is the lone example of the testing ground of frontier educational theory and that society will spend millions of dollars reaffirming what it already knows or reinforcing educational practices which are consistent with a conservative political ethic. The author believes that not one of the many critics of teacher education today directs his criticisms to the vital center of the teacher preparation problem—that the knowledge base of today's teacher is incongruent with cultural reality. The teacher of tomorrow needs to be acquainted with the traditional social sciences and with the newer behavioral sciences. (HMD)

ED 099 317 95 SP 008 620

Earle, Richard A.

Reading Education for Secondary School Content Areas: General and Rationale. Teacher Education Forum Series. Vol. 2, No. 7.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Feb 74

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Available from—Division of Teacher Education, 325-Education Building, Indiana University, Bloomington, Indiana 47401 (No price quoted)

Document Not Available from EDRS.

Descriptors—\*Course Descriptions, \*Methods Courses, Preservice Education, \*Reading Instruction, Secondary Grades, \*Teacher Education

This paper describes the development of a course in secondary school reading methods which was designed to meet the diverse needs and objectives of students who intend to become either content specialists or reading specialists. Students are presented with 23 instructional objectives from which they choose the ones which satisfy their objectives. Each of the objectives is accompanied by an instructional unit which consists of (a) statement of the purpose of the unit; (b) statement of objective; (c) pretest or formative test; (d) basic text and references; (e) other learning alternatives, including audio or video tapes; (f) posttest or mastery task; and (g) student evaluation of objectives, procedure, materials, and self. The course combines some of the characteristics of, but is not limited to, competency-based teacher education, mastery learning, and criterion-referenced testing. The paper includes a brief description of each of the 23 instructional units. (HMD)

ED 099 318 95 SP 008 621

Harste, Jerome And Others

Some Recommendations to Federal Agency Personnel Regarding the Evaluation of Education. Teacher Education Forum Series. Vol. 2, No. 8.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Feb 74

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Note—11p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Educational Assessment, \*Federal Programs, Feedback, Program Budgeting, Program Content, Program Costs, Program Development, \*Program Evaluation, Program Length, \*Teacher Educator Education

Identifiers—\*Trainers of Teacher Trainers Program

On the basis of experiences in implementing federal programs, particularly the Trainers of Teacher Trainers (TTT) program as it was funded and administered under the Education Professions Development Act, this article makes 11 recommendations to federal agency personnel regarding needed directions for change in the area of project evaluation in education. The recommendations deal with (a) realistic time frame for educational change, (b) funding for planning, (c) expectations of national agencies, (d) programs as process, (e) funding cycles, (f) support vehicles, (g) staggered evaluation, (h) emphasis on quality and quantity, (i) feedback, (j) evaluation backlash, and (k) demands on local project staff. (Author)

ED 099 319 95 SP 008 622

Harty, Harold Ritz, William C.

A Proposed Model for the Supervision of Student Teachers. Teacher Education Forum Series. Vol. 2, No. 9.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Feb 74

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Available from—Division of Teacher Education, 325-Education Building, Indiana University, Bloomington, Indiana 47401 (No price quoted)

Document Not Available from EDRS.

Descriptors—\*Cooperating Teachers, Educational Objectives, Feedback, \*Observation, \*Practicum Supervision, \*Preservice Education, Self Evaluation, \*Student Teachers, Student Teaching, Supervision, Teaching Experience

The supervisor-student teacher relationship is analyzed, and a systematic approach to their interaction is outlined consisting of the following elements: (a) observation, (b) provision of objective observational data, (c) bilateral determination of what will be focused on, and (d) objective feedback used as a basis for modifying teaching behavior in accordance with personal goals and standards. Observation is delineated in three phases: (a) the preobservational conference, where the areas in which the student teacher wishes to receive feedback are determined; (b) the actual observational interval, stressing nonevaluative observations to reduce anxiety and frustrations on the part of the student teacher; and (c) the postobservational conferences, where the student teacher is encouraged to evaluate the resulting data. Objectivity is aided by the use of instruments such as the Relationship Inventory, a 64-item questionnaire, and the Student Teacher Perceptions of Supervisor Behavior Scale, on which behaviors are rated on a continuum. The role of the supervisor is best seen as supportive and encouraging—not handing out pat solutions to problems, but rather allowing the preservice teacher to examine the feedback available and make his/her own value judgements about teaching performance. (JCW)

ED 099 320 95 SP 008 623

Harty, Harold Bonwit, Toby

A Guide to Inservice Educators: Tips for Obtaining and Utilizing Consultants in Public Schools. Teacher Education Forum Series. Vol. 2, No. 10.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Apr 74

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Note—50p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Consultants, \*Consultation Programs, \*Inservice Teacher Education, Leaders Guides, Planning, Program Development, Public Schools, \*Referral, \*Technical Assistance, Workshops

This guide to inservice education is designed to help people in school systems (teachers, administrators, counselors, evaluators, and paraprofessionals) with the selection and use of the skills and knowledge of those university faculty committed to inservice education. Consultants are listed who are willing to serve as leaders of workshops, seminars, and rap sessions and in consultation with individuals or small groups of school system educators. Means of contacting these consultants are included. The consultants are also available to form technical assistance teams (TATs) for purposes of teacher center development, competency-based program development and implementation, desegregation planning and training, etc. (Author)

ED 099 321 95 SP 008 624

Farr, Roger Roser, Nancy

Issues and Problems Concerning Reading Assessment. Teacher Education Forum Series. Vol. 2, No. 11.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Mar 74

Grant—OEG-0-72-0492-725

Note—13p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

Available from—Division of Teacher Education, 325-Education Building, Indiana University, Bloomington, Indiana 47401 (No price quoted)

Document Not Available from EDRS.

Descriptors—\*Criterion Referenced Tests, Educational Accountability, Educational Assessment, Educational Testing, Reading Tests, \*Standardized Tests, Test Bias, \*Testing Problems, \*Test Reliability, \*Test Validity

This article presents views of proponents and opponents to standardized tests, isolates the major weakness of testing—questionable validity—

and offers several recommendations for the betterment of test development and use. Some major misuses of tests include the following: (a) tests are at times administered with no clear purpose; (b) test results alone are used to judge program success; (c) specific test results are generalized to cover all course goals; (d) test results are released without accompanying interpretations; and (e) test results tend to label students inflexibly. Critics find reading tests misleading and culturally biased. Proponents, following the accountability concept, see a need for testing to measure how well educators are doing their jobs. One solution proposed to improve validity is the adoption of criterion-referenced tests. Recommendations are also included for improving test practices and policies. (JCW)

ED 099 322 95 SP 008 625

Calvin, Richmond E.

Teacher Aides. Teacher Education Forum Series. Vol. 2, No. 12.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Mar 74

Grant—OEG-0-72-0492-725

Note—11p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Instructional Staff, Noninstructional Responsibility, Staff Role, \*Staff Utilization, \*Teacher Aides

Teacher aides have become an accepted part of a large number of school districts throughout the United States and can be seen in inner-city, suburban, and rural school districts, as well as in private and parochial schools. Despite the concern and apparent need for teacher aides, many problems have arisen concerning the definition of their duties. Educators have found numerous discrepancies between teachers' and administrators' definitions of responsibilities of teacher aides. Duties pertaining to teacher aides can be subdivided according to instructional and noninstructional tasks. The definition for each subdivision depends on the community, educational attainment of the aides, and the philosophy of the school district involved. (Author/HMD)

ED 099 323 95 SP 008 626

Kimmel, Marcia S.

Educational Influences on Career Opportunities for Women. Teacher Education Forum Series. Vol. 2, No. 13.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Pub Date Mar 74

Grant—OEG-0-72-0492-725

Note—13p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Career Choice, \*Educational Practice, Educational Quality, Sex Discrimination, \*Sex Role, \*Sex Stereotypes, \*Womens Education

Amбивalent feelings about achievement and success which affect the career choices of women are caused by the kind of educational experiences prevalent in the United States today. The distinction between sexes is recognized by children at age 2 and by kindergarten, girls show dependency in achievement-related situations. During their elementary school years, a significant number of females show a decline in intelligence test scores. The reinforcement of sex-role stereotypes takes place continually in schools, and the resulting conflict between being feminine and being successful causes young women to show an increasing tendency as they progress through high school and college to exhibit anxiety in achievement-related situations. In recent studies, the motive to avoid success was fairly commonplace among women—47 percent among junior high school students, rising progressively to 88 percent among college women. The educational system must develop an awareness of the ways in which it belittles the achievements of women. Textbooks and other materials which promote stereotypic images of women must be revised, and teachers should receive awareness training to discourage prolongation of inequality between the sexes. (HMD)

ED 099 324 95 SP 008 627

Mahan, James M.  
Alternative Student Teaching Experiences: Emerging Characteristics and Encouraging Payoffs. Teacher Education Forum Series. Vol. 2, No. 15.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Mar 74

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EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*College Supervisors, \*Cultural Pluralism, \*Education Majors, \*Preservice Education, \*Student Teaching, \*Teacher Education

Three special field-based student teaching projects at Indiana University which include on-site course work are briefly described. Data are presented that indicate that education majors at the university: (a) enroll in demanding, multicultural oriented student teaching programs; (b) request and accept out-of-state placements in ethnic minority settings; (c) pursue and obtain a significant number of out-of-state teaching positions; (d) serve as beginning teachers in schools with multicultural student bodies; and (e) are employed at a very favorable rate despite the current teacher surplus. Additional data document support of exparticipants for alternative field experience and encourage teacher trainers to develop new projects. Among concluding suggestions are that (a) leagues of colleges and universities be formed to exchange, orient, and supervise each other's student teachers; (b) high priority should be given to programs which provide preservice teachers with the opportunity to live and work in a large ethnic-group community; (c) multicultural faculty should teach the methods and other courses prerequisite to student teaching; and (d) student teaching alternatives in ethnic minority settings should feature the utilization of supervision specialists representing the appropriate ethnic minority. (Author/HMD)

ED 099 325 95 SP 008 628

Harste, Jerome C. Newman, Anabel P.  
Project RELATE: First Year Follow-Up. Teacher Education Forum Series. Vol. 2, No. 16.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date May 74

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EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Field Experience Programs, Followup Studies, Language Arts, \*Performance Based Teacher Education, Program Evaluation, Reading, \*Student Reaction

Student satisfaction was used as an interim success criterion of competency-based instruction in this evaluation of the 1972-73 Reading and Language Arts Teacher Education (RELATE) project. Project RELATE is a field-oriented, competency-based teacher education curriculum developed by the Indiana University system. Students (N=30) enrolled as college juniors in 1972-73 were surveyed as seniors and asked to compare competency-based and traditional methods course work in terms of their perceived value in effecting teaching proficiency and personal growth. The results of the survey show that students were satisfied with and support competency-based instruction and indicate that further explorations in this area should be made by program developers. (Author/HMD)

ED 099 326 95 SP 008 629

Thiagarajan, Sivasaialam  
The Teacher Trainer as an Instructional Developer. Teacher Education Forum Series. Vol. 2, No. 17.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date May 74

Note—27p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—Criterion Referenced Tests, \*Formative Evaluation, \*Instructional Design, \*Instructional Materials, Media Selection, \*Performance Based Teacher Education, Skill Development, Task Analysis, \*Teaching Procedures

This article summarizes the systematic process of instructional development by breaking down the three major stages of instructional analysis, design, and formative evaluation into the steps of needs analysis, learner analysis, task analysis, concept analysis, specification of instructional requirements, and the statement of instructional objectives; construction of criterion tests, media selection, format selection, and production of prototype; and expert appraisal, developmental testing, and final production. Each step is discussed briefly and illustrated with examples from actual teacher training materials. The article also anticipates and answers various questions from trainer-developers. It provides practical suggestions on mastering and refining instructional development skills, using local personnel and trainees as members of the instructional development team, and scheduling part-time instructional development efforts. (Author)

ED 099 327 95 SP 008 630

Kelly, Sam P.

Effective College Teaching. Teacher Education Forum Series. Vol. 2, No. 18.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date May 74

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Note—49p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

EDRS Price MF-\$0.75 HC-\$1.85 PLUS

#### POSTAGE

Descriptors—\*College Teachers, \*Effective Teaching, Evaluation, Grading, \*Student Opinion, \*Teaching Methods, \*Teaching Skills

This study describes practices and techniques employed by 25 college teachers who are acknowledged as outstanding. The efficacy of the practices and techniques was validated narratively by 200 students. This study identifies variables that characterize effective college teaching and suggests opportunities for further study and analysis. Major areas of discussion are the outstanding college teacher, effective college teaching, conducting the course, and grading and evaluation. In conclusion, although outstanding teaching may be inimitable in some ways, certain practices are more a matter of craft than of art. (Author)

ED 099 328 95 SP 008 631

Clark, David L. Marker, Gerald W.

The Institutionalization of Teacher Education. Teacher Education Forum Series. Vol. 2, No. 19.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date May 74

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Document Not Available from EDRS.

Descriptors—Futures (of Society), Institutional Environment, \*Institutional Role, \*Organization, \*Organizational Effectiveness, Power Structure, \*Teacher Education

There are several pervasive flaws in the institution for teacher education which impede change in the field. These problems result from: (a) conflicts among the various organizations participating in teacher education with regard to function, authority, and responsibility; (b) the organizational placement of teacher education in the college or university as an undergraduate program; and (c) inoperative or malfunctioning improvement and control mechanisms. Coping with these problems does not ensure qualitative improvement, and ignoring them encourages perpetuation of mediocrity in the field. It is most likely that teacher education will continue as it is—with various participants in conflict with one another, with modest substantive change resulting from the exhortations of critics and reformers, and with altered power relationships as NEA and AFT assume a stronger voice on entry to the profession.

There is a second possibility, that the university will be removed almost totally from teacher education and that responsibility will be vested in local education agencies for pre- and inservice training. A more preferable but less likely third alternative is one in which the university assumes initiative to assert a positive role in the future of teacher education. (HMD)

ED 099 329 95 SP 008 632

Coppedge, Floyd L. Smith, Gerald R.

Evaluation Practices and Preferences in Alternative Schools. Teacher Education Forum Series. Vol. 2, No. 20.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jun 74

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EDRS Price MF-\$0.75 HC-\$1.50 PLUS

#### POSTAGE

Descriptors—\*Alternative Schools, \*Evaluation, \*Evaluation Methods, \*Evaluation Needs

This study presents information regarding evaluation practices and preferences in alternative schools. Data were collected from 118 participants attending a series of institutes dealing with alternative schools. The 8-item questionnaire includes the following topics: (a) affiliation with alternative schools or programs, (b) procedures for conducting evaluation, (c) purposes of evaluation, (d) factors preventing improved evaluation programs, (e) services needed in the area of evaluation, (f) receptivity to the idea of a center to provide needed services, (g) needed research, and (h) additional comments. This study supports the conclusion that alternative school personnel are receptive to evaluation especially when the information gained is used for program development. Lack of time, money, and personnel constitute major deterrents to improvement. (Author)

ED 099 330 95 SP 008 633

Funk, H. James Walter, L. James

Individualized Instruction: A Continuum Model. Teacher Education Forum Series. Vol. 2, No. 21.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jun 74

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Available from—Division of Teacher Education, 325-Education Building, Indiana University, Bloomington, Indiana 47401 (No price quoted)

Document Not Available from EDRS.

Descriptors—\*Individualized Instruction, Instructional Materials, \*Teacher Education, \*Teacher Education Curriculum, Teaching Methods

Identifiers—\*Learning Modules

This document consists of a brief description of a continuum model of individualized instruction and a learning module on individualized instruction. The continuum model spreads the instructional components—objectives, diagnosis, instruction, and evaluation—on a continuum from teacher-directed to student-directed activity. The learning module is divided into three sections which are designed to teach: (a) rationale and methods for individualizing instruction, (b) the design of individualized packages and resources for individualized materials, and (c) inexpensive procedures for implementing individualized instruction. The module includes a pretest, a statement of the objectives, enabling activities for each of the objectives, a posttest, and answer keys for the pre- and posttest. (HMD)

ED 099 331 95 SP 008 634

Repicky, Paul A.

Evaluation Design Elements for an Emerging Secondary Science Teacher Preparation Program (SSTPP). Teacher Education Forum Series. Vol. 2, No. 22.

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-72-0492-725

Note—31p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

Available from—Division of Teacher Education, 325-Education Building, Indiana University, Bloomington, Indiana 47401 (No price quoted)  
**Document Not Available from EDRS.**

Descriptors—\*Design, Educational Assessment, \*Evaluation, Evaluation Criteria, \*Evaluation Methods, Humanism, \*Measurement Techniques, Preservice Education, \*Program Evaluation, Q Sort, Questionnaires, Science Teachers, Semantic Differential, Summative Evaluation, Surveys

This paper focuses on the necessity for a holistic, responsive evaluation of the educational process due to education's complex, dynamic, and humanistic nature. Holistic evaluation involves the assessment of all intended goals, interactions, and program results, as opposed to selective evaluation of only a few key variables. Responsive evaluation answers the needs of the human element which is part of the educational process. A specific evaluative design is included, based on the aforementioned evaluation methods and containing the following elements: (a) nature of the data to be collected—judgement data as well as achievement test data should be collected; (b) collection of data—methods include surveys, rating scales, Q-sorts, semantic differentials, site visits, expert reviews, and content analysis; (c) presentation and use of data—the data should be interpretable and relevant; (d) identification of decision makers—the full impact of the various levels of decision makers should be anticipated; and (e) flexibility—evaluations cannot be measured against rigid guidelines. This evaluation design is exemplified by a program evaluation of preservice science teachers, describing program elements, procedures, and instrumentation. Appendixes include surveys, questionnaires, and other measurement devices. (JCW)

**ED 099 332** 95 SP 008 635  
 Baird, Melvin S.

**Career Opportunities Program: A Description and Case Study, Teacher Education Forum Series, Vol. 2, No. 23.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
 Pub Date Jun 74

Grant—OEG-0-72-0492-725

Note—11p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Programs, Federal Programs, Low Income Groups, \*Paraprofessional School Personnel, \*Teacher Aides, Veterans, Veterans Education, \*Vocational Education

Identifiers—\*Career Opportunities Program, Indiana, South Bend

The Career Opportunities Program (COP) is a nationwide program established under the Education Professions Development Act of 1967 to train and employ low-income community residents and Vietnam-era veterans as educational auxiliaries for poverty area schools. Indiana University at South Bend (IUSB), in cooperation with the South Bend Community School Corporation, has operated a COP Project since 1970. During the first semester, COP students are enrolled at IUSB and are assigned to Model Cities and Title I schools and Head Start centers. The 2-year COP curriculum is designed to provide students with a broad knowledge of the public school curriculum and the students in elementary-level Title I schools. Support services rendered to COP students include: (a) vocational, personal, and educational counseling; (b) child care services; (c) tutorial services; and (d) referrals to health and welfare agencies for support beyond the resources of IUSB. Graduates of the program are awarded the Associate of Science Degree in educational technology. (HMD)

**ED 099 333** 95 SP 008 636  
 Bullock, Terry L.

**Some Psycholinguistic Considerations for Process and Pedagogy in Reading, Teacher Education Forum Series, Vol. 2, No. 24.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
 Pub Date Jun 74

Grant—OEG-0-72-0492-725

Note—16p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Comprehension, Cultural Differences, \*Literature Reviews, Methods, Phonics, \*Psycholinguistics, \*Reading, Reading Diagnosis, \*Speech, Teaching Methods

This paper reviews some of the recent literature from the field of psycholinguistics and relates it to the reading process and to the classroom situation. A brief description of linguistics and psychology is provided, and research studies in the general areas of phonics, comprehension, cultural differences, and pedagogical and diagnostic methods are identified. The literature reviewed in this paper suggests that reading is a cognitive process which translates visual stimuli into underlying language units and that while reading growth is facilitated by oral language sophistication, it is not dependent on speech ability—a theory that has implications for speakers of nonstandard English. A 36-item bibliography is included. (Author/PD)

**ED 099 334** SP 008 637

House, Ernest R.

**The Politics of Educational Innovation.**

Pub Date 74

Note—312p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$11.00)

**Document Not Available from EDRS.**

Descriptors—\*Case Studies, \*Educational Environment, \*Educational Innovation, \*Government Role, \*Models

This book is developed on the theme that most innovation is dependent on face-to-face personal contacts and that these contacts condition the occurrence and frequency of innovation. Chapter 1 presents the substance, basis, and implications of this reasoning. Chapter 2 shows the influence of personal contacts in the form of population centers on the spread of educational innovations by outlining a model that describes how this occurs and applies it to education. Chapters 3 and 4 discuss how the internal political structure of the school reacts to innovation. Chapter 4 details the isolated and economically deprived environment that teachers work in, forcing them into a passive and sometimes resistant role regarding innovation. Chapter 5 presents a case study of the introduction of an innovation into school settings. Emphasis is on the internal politics and reactions of the school faculties and administrations. Chapter 6 examines the path of the teacher in learning new vocational skills. Chapter 7 confronts the matter of where innovations originate and explores the importance of belief systems for innovation. Chapter 8 describes the basic premises on which government policy has been based for the last decade and uses arguments presented earlier in this book to suggest change. Chapter 9 presents a global view of educational innovation in the total society and suggests why certain government policies persist. A 6-page bibliography is included. (Author/PD)

**ED 099 335** SP 008 638

Blumberg, Arthur

**Supervisors and Teachers. A Private Cold War.**

Pub Date Oct 74

Note—812p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.75)

**Document Not Available from EDRS.**

Descriptors—\*Administrator Role, Behavior, \*Interaction, Interpersonal Relationship, Supervisory Methods, \*Teachers, \*Teacher Supervision

This book focuses on the human side of relationships between supervisors and teachers to understand their interactions better. Chapter 1 presents an overview of the book and chapters 2-4 frame the interactive problems that confront supervision and highlight the conflict between the overall goals of supervision and what seems to occur. Chapters 5-8 deal with studies of supervisory behavioral styles and of factors that supervisors and teachers see as affecting their productivity. Chapter 9 discusses a behavioral category system for analyzing supervisor-teacher transactions and chapter 10 presents the results of a broad study that used the category system

discussed in the preceding chapter. Chapter 11 proposes a data base for supervision that is concerned with interpersonal needs and behavioral data on the supervisor, teacher, and students. Chapters 12 and 13 deal with working with tenured teachers and the conflict between the helping and the evaluating roles of the supervisor. Chapter 14 raises the question of the efficacy of peer supervision. Chapter 15 presents a reconceptualization of supervisory relationships. The author concludes that the process should become one of people giving to one another instead of the supervisor's giving and the teacher's receiving. A 4-page bibliography is included. (Author/PD)

**ED 099 336** SP 008 639

Einser, Elliot W., Ed. Vallance, Elizabeth, Ed.

**Conflicting Conceptions of Curriculum. Series on Contemporary Educational Issues.**

National Society for the Study of Education, Chicago, Ill.

Pub Date 1 Mar 74

Note—200p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.75)

**Document Not Available from EDRS.**

Descriptors—Cognitive Processes, \*Curriculum, \*Curriculum Design, \*Objectives, Self Actualization, Social Change, Technology

This five-part book identifies the orientations that emerge from diverse alternative prescriptions for the content, goals, and organization of curriculum and presents articles that exemplify these orientations. Part 1 discusses the development of the cognitive process, which is primarily concerned with the refinement of intellectual operation. Part 2 discusses curriculum as technology, which conceptualizes the function of curriculum as finding an efficient means to a set of predefined nonproblematic ends. Part 3 discusses the self-actualization approach, which views the function of curriculum as providing personally satisfying consummatory experiences for the individual learner. Part 4 discusses social reconstruction-relevance, which emphasizes the role of education and curriculum content within the larger social context. Part 5 discusses academic rationalism, which is primarily concerned with enabling the young to acquire tools to participate in the western cultural tradition and providing access to the greatest ideas and objects that man has created. Also discussed are the three curriculum fallacies that emerge from curricular arguments, which are formalism, content, and universalism. A bibliography concludes each article. (PD)

**ED 099 337** SP 008 641

Antonacci, Robert J. Schoor, Gene

**Track and Field for Young Champions.**

Pub Date 74

Note—185p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$5.95)

**Document Not Available from EDRS.**

Descriptors—Adolescents, Athletic Fields, \*Athletics, \*Children, Exercise (Physiology), Physical Fitness, \*Running, \*Youth

Identifiers—\*Track and Field

This handbook on track and field for pre- and early teens covers the following areas of the sport: (a) distance running, (b) relay and hurdle racing, (c) height and distance jumping, (d) shot putting, (e) discus throwing, (f) javelin throwing (g) hammer and weight throwing, (h) walking, (i) jogging, and (j) hiking. Included also are brief histories of each sport, detailed rules, advice on choosing sites for meets, field preparation, personnel requirements, exercise programs, score keeping, etc. Graphics, illustrating step-by-step procedures, and a glossary are included. (JCW)

**ED 099 338** SP 008 642

Vannier, Maryhelen

**Teaching Health in Elementary Schools. 2nd Edition.**

Pub Date 74

Note—398p.

Available from—Lea and Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106 (No price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum Development, Effective Teaching, Elementary Education, \*Health

Education, Instructional Materials, \*Teaching Guides, \*Teaching Methods

This book contains methods and suggested activities for teaching health to elementary school pupils through many new kinds of enriched educational experiences. It is directed mainly at four groups: (a) college students who are preparing to be elementary school teachers, (b) those studying to become health education specialists, (c) the teacher who is looking for more productive ways to teach health to children, and (d) administrators and school health personnel. Part 1 contains materials which show the need for improved health programs in elementary schools. Part 2 discusses the total school health program and points out ways for teaching health more effectively. In part 3 new and creative teaching methods are discussed. Part 4 contains specific suggestions and course outlines for teaching nutrition, dental health, body growth, structure and function, safety, mental health, communicable diseases, drugs, tobacco and alcohol, family life and sex education, and consumer education to students in grades K-6. The appendix contains a list of sources of free and inexpensive teaching aids, recommended health textbooks for children, and a list of helpful teaching materials and guides to special media. (Author/HMD)

ED 099 339 SP 008 643

Wakefield, Frances And Others

Track and Field Fundamentals for Girls and Women.

Pub Date Sep 73

Note—295p.

Available from—The C. V. Mosby Company, Publishers, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$10.25)

Document Not Available from EDRS.

Descriptors—Athletic Programs, \*Athletics, Exercise (Physiology), Physical Fitness, \*Running, \*Women's Athletics

Identifiers—\*Track and Field

This book is divided into six parts: (a) introduction, including discussions on the participation of girls and women in track and field, principles of conditioning and training, and ideas for beginning a track and field program; (b) running, with sections on sprints, relays, running the 440, running the 880, and distance running; (c) hurdling; (d) jumping, with sections on standing broad jump, long jump, and high jump; (e) throwing, covering basic throwing movements, putting the shot, throwing the discus, and throwing the javelin; and (f) management and planning aspects, encompassing planning, promoting, and conducting meets, officiating, and improving track and field equipment. Appendices include sections on the pentathlon, race walking, training programs, suggested teaching plans, sample event result sheets, and meet results. (JCW)

ED 099 340 SP 008 644

Bucher, Charles A. Koenig, Constance R.

Methods and Materials for Secondary School Physical Education.

Pub Date Feb 74

Note—463p.

Available from—The C. V. Mosby Company, Publishers, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$11.50)

Document Not Available from EDRS.

Descriptors—Adapted Physical Education, Class Management, \*Curriculum Development, Educational Objectives, \*Physical Education, Program Development, \*Secondary Education, \*Teacher Education, Teaching Methods, Teaching Styles

This book on materials and methods for physical education at the secondary level emphasizes the relevance of physical education to the needs of today's students. The book is divided into seven sections and an introduction. The introduction discusses the search for the relevance of the secondary school. Part 1 describes the community, the school and its organization, and the secondary school student. Part 2 discusses goals for health and physical education and the development of curriculum and program to meet those goals. It also includes a section on innovative physical education programs. Part 3 discusses problems of the beginning teacher and questions of teaching style relative to physical education. The actual teaching of physical education including methods, materials, and resources is discussed in part 4. The management and control of physical education are the subject of part 5. Part 6

treats the subject of evaluation, and part 7 presents records and forms for physical education. (HMD)

ED 099 341

Exner, Johanna Lloyd, Phyllis

Teaching Creative Movement.

Pub Date 74

Note—74p.

Available from—Plays, Inc., 8 Arlington Street,

Boston, Massachusetts 02116 (\$6.95)

Document Not Available from EDRS.

Descriptors—Creative Activities, Creative Development, Creative Teaching, \*Dance, Program Design, \*Program Guides, \*Program Planning

This guide to creative movement, relevant to all age groups, opens with a discussion of historical and present trends in movement and dance. Chapters treat (a) the body-body awareness, body activities, and relationships; (b) principles of movement—space, force, time, dynamics, and fluency; (c) topics within the sphere of movement, from the world around and within, and stimulated through objects; and (d) program planning—general comments, framework for a lesson plan, and program examples. Concluding sections deal with movement in relation to sound and other areas of art and learning and with some of the psychological aspects of movement. (JCW)

ED 099 342

Fodor, John T. Dalis, Gus T.

Health Instruction: Theory and Application.

Second Edition. Series on Health Education, Physical Education and Recreation.

Pub Date Jan 74

Note—144p.

Available from—Lea and Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106 (\$7.50)

Document Not Available from EDRS.

Descriptors—\*Course Organization, \*Educational Objectives, Educational Programs, \*Evaluation, \*Health Education, Health Needs, Program Design, \*Teaching Skills

This text provides a rationale for health instruction that can be practically applied by classroom teachers and those planning a comprehensive health curriculum. Chapter 1 considers points of view concerning health education and the school program and the influence of these viewpoints in shaping the instructional program. Chapter 2 concerns criteria useful in selecting the content of health instruction, with specific consideration given to individual and societal health needs. Chapter 3 focuses on the development of concepts as a means of structuring the expanding body of health knowledge, with emphasis placed on a strategy and criteria for developing health concepts. Chapter 4 deals with goals and objectives. Chapter 5 examines the development and utilization of learning opportunities designed to help learners attain stated objectives. Chapter 6 discusses the organization of health instruction from specific lessons to the total health curriculum. Chapter 7 reviews basic concepts of evaluation and contains specific illustrations of strengths and limitations of various types of test items and examples of test items as they are related to specific objectives. Chapter 8 considers the professional and personal competencies desired for health educators. References conclude each chapter. (Authors/PD)

ED 099 343

Schwank, Walter C., Ed.

The Winning Edge.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education, State Univ. of New York, Buffalo. Div. of Physical Education, Recreation, and Athletics.

Pub Date 74

Note—137p.; Proceedings of First National Sports Psychology Conference (Buffalo, New York, May 1973)

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Athletic Coaches, \*Athletics, \*Psychology, \*Women's Athletics  
Identifiers—\*Sport Psychology

SP 008 645

Eighteen speeches are included in these proceedings of the National Conference on Sports Psychology, held in May 1973. The purposes of the conference were to provide practical applications of psychology in the coaching of sports and to assist sports psychology instructors and men and women coaches as they work with student athletes. The 18 speeches are categorized under six general topics: (a) athletic achievement, (b) behavior, (c) special interests, (d) learning, (e) teaching and coaching, and (f) women in sports. The self-concept of the winner and the relationship of personality to athletic achievement are discussed in the first section. Stimulus, motivation, and aggression are discussed in section 2. In the special interest section, sports psychology is related to football, wrestling, cross-country, and hockey. There are two titles in the fourth section: "Learning and Performance at the High Skill Level" and "Imagery and Affect in Motor Skills." The fifth section includes presentations on teaching sports psychology, developing values through sport, and coaching in an era of individual awareness. The section on women in sports includes a discussion of humanistic psychology applied to coaching women and a presentation on public attitude toward women in sport. (HMD)

ED 099 344

Dintiman, George B.

What Research Tells the Coach About Sprinting.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

Pub Date 74

Note—92p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Athletes, Athletic Coaches, \*Athletics, Motion, Physical Characteristics, \*Physiology, Research, \*Training  
Identifiers—\*Sprinting

This booklet on sprinting is divided into four chapters. Chapter 1 "Introduction," provides an analysis of the 100-meter dash, summarizes world records, and discusses the reliability of timing the sprint race. Chapter 2, "Describing the Sprinter," discusses the following topics: anatomical characteristics, flexibility, reaction, strength/power, racial comparisons, circulatory characteristics, age and sprinting, body composition, hereditary influences, specificity of speed, sprinting mechanics, and stride length and frequency. Chapter 3, "Physiological Factors Affecting Speed and Its Development," examines speed improvement occurring through physiological changes in muscle and joint tissue, circulation, and the nervous system resulting from commonly used supplementary programs (any program other than sprint training). The final chapter, "Training the Sprinter," analyzes important research in miscellaneous areas that directly affects sprinting speed, supplementary training programs, and the critical area of sprint training programs, which includes sprint-resisted and sprint-assisted training. Lists of references and selected reading conclude each chapter. (JA)

ED 099 345

95

SP 008 650

Brophy, Jere E. Evertson, Carolyn M.

The Texas Teacher Effectiveness Project: Presentation of Non-Linear Relationships and Summary Discussion. Report No. 74-6.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Contract—OEC-6-10-108

Note—395p.; For related document, see SP 008 651

EDRS Price MF-\$0.75 HC-\$18.60 PLUS POSTAGE

Descriptors—\*Achievement, \*Data Analysis, \*Educational Research, \*Effective Teaching, Grade 2, Grade 3, Learning, Primary Education, \*Student Improvement, Students

This report summarizes and discusses the results of the Texas Teacher Effectiveness Project, a two-year, replicated, naturalistic-correlational study of the relationships between presage

and process variables with student learning product criteria at the second- and third-grade levels. Both linear and nonlinear relationships between predictor variables and the student learning gains criteria (class means averaged across four consecutive years on each of five subtests of Metropolitan Achievement Test battery) are reported. In general, the data make more sense in separate analyses for low versus high SES (socioeconomic status) schools than they do for the combined sample, and a great many significant relationships proved to be curvilinear or otherwise nonlinear. Major findings consistently contrast with findings from instruction in higher grade levels, suggesting that teaching fundamental tool skills in the early grades is fundamentally different from verbal manipulation of symbolic materials that typifies teaching at later grades, and therefore it should be conceptualized and studies separately. Additional points are detailed in the report. (Author)

**ED 099 346** 95 SP 008 651  
 Everson, Carolyn M. Brophy, Jere E.

**The Texas Teacher Effectiveness Project: Questionnaire and Interview Data.**  
 Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No.—R-74-5  
 Pub Date Nov 74

Contract—OEC-6-10-108  
 Note—130p.; For related document, see SP 008 650

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE**

Descriptors—\*Achievement Gains, Achievement Tests, \*Correlation, Criterion Referenced Tests, Educational Improvement, Grade 2, Grade 3, Interviews, Measurement Techniques, \*Primary Education, Questionnaires, \*Socioeconomic Status, Teacher Attitudes, Teacher Behavior, \*Teacher Characteristics  
 Identifiers—\*Texas

This final report of the linear process-product relationships in a 2-year study relates characteristics of teachers to measured student learning gains. Correlations are presented that relate teacher responses on an extensive questionnaire and in an interview to measures of student learning gain in five achievement tests. The sample involved 30 second- and third-grade teachers working in high and low socioeconomic status (SES) schools. Subjects were selected because they had previously shown a relatively high consistency in the degree of student learning gains that they produced on standardized achievement tests. Attitudes, beliefs, and practices, that of teachers of both high and low SES students that correlated positively and negatively with learning gains, are discussed. (Author)

**ED 099 347** SP 008 652  
 Johnson, Glenda N., Comp.

**Optimizing the Effectiveness of School Food Programs for Feeding and Educating Children in North Carolina. Technical Report.**

North Carolina State Univ., Raleigh. Dept. of Food Science.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 74  
 Note—174p.

**EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE**

Descriptors—Eating Habits, \*Elementary Secondary Education, Foods Instruction, Inservice Teacher Education, \*Lunch Programs, Nutrition, \*Nutrition Instruction, \*Primary Education, \*Statistical Data, \*Student Attitudes, Tests, Visual Measures

This study concerns the nutritional habits and knowledge of elementary and secondary students in North Carolina. It was hypothesized that nutritional education would influence the amount and kinds of food consumed and possibly student attitudes toward the school lunch program. The project was carried out in a 2-year experimental program. During the first year, elementary, junior high, and high school students were queried before and after nutritional education classes to measure weight and nutrient analysis of food refuse, student attitudes, and student ratings of acceptability of food items. Results of this phase indicate that elementary school children below the fifth grade might be more amenable to

changes in dietary habits and attitudes due to nutrition education. Studies during the second year focused on primary grades. Also included in this study are information about curriculum development and inservice training of teachers, details of purposes, proposed methods for accomplishing goals, results, statistical analyses, and sample tests. (JCW)

**ED 099 348** SP 008 653  
 Teacher Appraisal Program, 1974-75.

Hyde Park Central School District, N.Y.  
 Pub Date Sep 74

Note—62p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Behavioral Objectives, Educational Objectives, \*Performance Factors, \*Program Development, Program Effectiveness, \*Program Evaluation, Self Evaluation, \*Teacher Evaluation, \*Teacher Rating

This teacher appraisal program, developed by the Hyde Park School District, is based on the following objectives: (a) clarifying performance expectations of the individual; (b) establishing short- and long-term job targets to bring about learner, professional, or program improvement; (c) improving the relationship between the appraiser and appraisee; (d) making appraisal relevant to on-going job performance; (e) accomplishing job targets; (f) establishing appropriate followup methods; and (g) periodically assessing program effectiveness. The appraisal process is made up of the following steps: (a) identify performance areas—let the teacher know what is expected; (b) set individual objectives—determine the specific objectives to be focused on during the year; (c) develop the work plan for the achievement and year-end evaluation of the mutually agreed-to-objectives; (d) monitor performance—gather the data to determine if job targets are being achieved; (e) assess the monitored data—assessment by both the appraiser and appraiser; and (f) schedule an evaluation conference and followup. Included is a description of teacher performance areas, delineating teachers' areas of responsibility. Also, general procedures of the Hyde Park program for the 1974-75 school year are outlined, and sample forms and worksheets are presented. (JCW)

**ED 099 349** 95 SP 008 654  
 Peck, Hugh I.

**Community Educational Aides in Open Space Schools. An ESEA Title III Project. Annual Evaluation Report, 1973-74.**

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 15 Aug 74  
 Note—66p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—Behavior Rating Scales, Career Ladders, Criterion Referenced Tests, \*Educational Assessment, \*Elementary Education, \*Paraprofessional School Personnel, \*Program Evaluation, School Community Cooperation, Self Concept, \*Teacher Aides

This report of the Community Educational Aides in Open Space School project evaluates the role and function of educational paraprofessionals in open space schools, in this case the elementary-level Bruce-Monroe School in Washington, D.C. The project entailed the employment of 13 aides during the 1973-74 school year to assist 23 Bruce-Monroe teachers. The evaluation assessed all aides, teachers, and students at the school. Two criterion-referenced tests—the Prescriptive Reading Test—as well as self-observation scales were administered to the students. Aides completed two questionnaires—Role and Function Study and Aide Time Allotment Study. Teachers completed Educator's Professional Values Scale and Teacher Time Allotment Study. The purpose of the aides program was seen as the selection, training, and utilization of citizens of the local community as education aides; the encouragement of career advancement; increased school/community communication; improvement in the teaching/learning environment; training for paraprofessionals; and improvement in student and adult self-concept. Detailed analyses of results are included. (JCW)

**ED 099 350** SP 008 655  
 Holland, Judith R., Ed.  
 AIAW Handbook of Policies and Operating Procedures, 1974-75.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 74  
 Note—70p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Athletic Programs, Athletics, \*National Organizations, Organization, \*Policy, \*Womens Athletics  
 Identifiers—AIAW, \*Association Interscholastic Athletics Women

The policies and procedures of the Association for Interscholastic Athletics for Women (AIAW) are the focus of this handbook. The first part of the document deals with the history and structure of the AIAW and includes eligibility requirements for the different types of membership; the constitution and bylaws of the organization; its code of ethics for players, coaches, administrators, and spectators; and position papers on interscholastic athletic activities for women, women on men's teams, and regulations for the awarding of financial aid to student athletes. The second part of the document presents policies for AIAW institutions and procedures for the national championships it sponsors. The appendix to the document lists the members of the association's sports advisory committees, schedules for the 1974-75 championships, and special publications of the associations. (HMD)

**ED 099 351** SP 008 656  
 Directory: AIAW Member Institutions, 1973-1974.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 74  
 Note—85p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 243-25504, \$3.25)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Advisory Committees, \*Athletic Programs, \*Higher Education, Institutions, \*Interscholastic Programs, \*Womens Athletics  
 Identifiers—AIAW, \*Association Interscholastic Athletics Women

This directory of the Association for Interscholastic Athletics for Women (AIAW) includes listings of (a) officers, (b) regions, (c) AIAW member institutions, and (d) sports in which interscholastic programs and financial aid for women are offered. The appendix contains a schedule of AIAW national championships for 1974-75 and listings of (a) the sports advisory committees for national championships for 1974-75, (b) sports advisory committees for national Junior/Community College championships for 1974-75, and (c) AIAW special publications. (JCW)

**ED 099 352** SP 008 657  
 Frost, Reuben B., Ed. Sims, Edward J., Ed.  
 Development of Human Values through Sports.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education; Springfield Coll., Mass.

Pub Date 74

Note—97p.; Proceedings of National Conference on Development of Human Values through Sports (Springfield College, Springfield, Massachusetts, October 1973)

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Athletics, Conference Reports, \*Development, Human Resources, \*Personal Values, \*Social Values, \*Values

The papers that comprise this document were delivered at the 1973 conference "The Development of Human Values through Sports." It is stated in the introduction that the participants are of the belief that values can be developed through sport, but such development is not automatic. The book reports on some of the available research on values in sports and offers new data; it also seeks to identify those human values worth fostering, problems and obstacles in their development, and specific recommendations for implementation. The papers in this document are divided into five parts: Major Addresses; Special Presentations; From the Disciplines; From the Firing Line; and Group Reports—Recommendations and Suggestions. The major addresses are as follows: "Values and Competitive Sport," "Contribution of a Sports Culture to the Development of Human Resources," "Values through Sports," and "Human Values in Sports Education and Their Relationship to Social Ends." (JA)

**ED 099 353** SP 008 658  
AAHPER Youth Fitness Test Manual. Revised Edition.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.  
Pub Date 75

Note—74p.

Available from—American Alliance for Health, Physical Education, and Recreation, 101 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Adolescents, \*Junior High Schools, Norms, \*Physical Fitness, Physical Health, Professional Associations, Secondary Education, Teenagers, \*Tests

The Revised AAHPER Youth Fitness Test is a battery of six test items designed to give a measure of physical fitness for boys and girls in grades 5-12. The tests were selected to evaluate specific aspects of physical status which, taken together, give an overall picture of fitness. Tests can be given in the gymnasium or outdoors. They are as follows: (a) pull-up (with flexed-arm hang for girls)—for judging arm and shoulder girdle strength; (b) flexed leg sit-up—for judging efficiency of abdominal and hip flexor muscles; (c) shuttle run—for judging speed and change of direction; (d) standing broad jump—for judging speed; and (e) 600-yard run-walk (with optional runs of one mile or 9 minutes for ages 10-12, or one and a half miles or 12 minutes for ages 13 and older)—for judging cardiovascular efficiency. The following information is given for each test: equipment, description, rules, and scoring. Also included in this document are a history of the test, methods for recording and comparing test scores, tables with various percentile scores and norms, and recording forms. (JA)

**ED 099 354** SP 008 659

Barrett, Morris  
Health Education Guide: A Design for Teaching K-12.

Pub Date Aug 74

Note—338p.

Available from—Lea and Febiger, Washington Square, Philadelphia, Pennsylvania 19106 (\$12.00)

Document Not Available from EDRS.

Descriptors—Drug Addiction, \*Elementary Secondary Education, Emotional Development, Environment, \*Health Education, Physical Development, \*Resource Materials, \*School Health Services, Social Development, \*Units of Study (Subject Fields)

This teaching guide to health education includes instruction units for grades K-12. Section 1 discusses the need for health education and includes a scope and sequence chart for each of the instruction units. Section 2 consists of instruction units in the areas of physical development, social and emotional development, chemicals and addiction, and environment and health maintenance. Section 3 discusses school health services, which are school activities directly concerned in helping students to achieve and maintain the highest possible standard of health, to enable them to function at their optimum level in school, and to contribute to their understanding and assumption of responsibility for sound health practices. Goals and objectives, education objectives, related to health services, and the scope of health services are discussed. Section 4 lists

teaching aids and resources and includes the following: (a) "Directory of Films, Filmstrips and Transparencies"; (b) "Directory of Sources of Free and Inexpensive Materials (United States)"; and (c) "Directory of Sources of Free and Inexpensive Materials (Canada)." (PD)

**ED 099 355**

Vail, Robert B.

AACTE Leadership Training Institute on Performance-Based Teacher Education.

Pub Date Dec 74

Note—12p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Performance Based Teacher Education, Performance Criteria, State Programs, \*Teacher Certification, \*Teacher Evaluation, Teacher Participation  
Identifiers—\*Vermont

This speech on performance-based teacher education centers on playing the following sacred cow: the belief that it is impossible to evaluate the performance of teachers objectively and effectively. The historical reasons for electing performance-based teacher education as a means of teacher evaluation are described. The speech lists assumptions used in the formulation of new regulations adopted by the Vermont State Board of Education. These assumptions include the beliefs that teacher education is a continuous process from early preparation until retirement, that the individual teacher must be actively involved in determining the criteria by which he or she will be evaluated and by whom, and that colleges and school districts must share the responsibility for teacher education. The speech describes Vermont's new certification procedures, which include the following components: (a) initial certification—graduates of state-approved teacher education programs who have demonstrated identified basic competencies for beginning teachers and who are recommended for certification by their college; (b) certification renewal—recommendation of teachers who have demonstrated the competencies identified; (c) inservice training programs with authorized local certification privileges; and (d) individualized self-evaluation programs at the local level. (JA)

**ED 099 356**

Coon, George And Others

The Practicum.

Oakland Univ., Rochester, Mich.

Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Early Childhood Education, \*Inservice Teacher Education, Microteaching, \*Practicums, \*Practicum Supervision, \*Preservice Education, Student Participation, Synthesis

This paper discusses the structuring of practicum experiences for pre- and inservice early childhood teachers as devised by Oakland University. Covered are the types of practicum experiences and objectives, including: (a) broadening student experiences over a wide range of settings involving or relating to young children—these experiences being generally short term and requiring minimal participation; (b) providing students with intensive and deepening experiences—these being of a total participatory nature, involving the students with the children, parents, school, and community; and (c) incorporating all facets of the program through a synthesizing experience in which the student brings together all the relevant academic and experiential knowledge gained throughout the training program and uses this to design a new program. Included also are various methods and criteria for selecting practicum sites and leaders. Guidelines delineate the role of supervision, the sequencing of the practicum experiences, and the value of the experience. (JCW)

**ED 099 357**

95

SP 008 662

An Evaluation of the Instructional Development Institute (I.D.I.) Program for the School Year 1973-74.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Note—101p.

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—Elementary Education, \*Instructional Staff, Instrumentation, \*Program Evaluation, Secondary Education, \*Skill Development, \*Systems Approach, \*Teaching Skills  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, IDI, \*Instructional Development Institute

This study determines the effect of the Instructional Development Institute (IDI) on the skills of a group of District of Columbia public school instruction personnel in the use of the systems approach to instructional development. The following null hypotheses were tested: (a) IDI participants will not show significant gains in developing initial skills in the use of the systems approach as measured by the IDI Pre-Post Inventory and (b) responses on the IDI Participants' Program Evaluation will not indicate that the systems approach has been utilized, that teams have continued to work together, that participants feel some sense of self-improvement due to IDI, nor that there has been a positive effect on the students of the participants. The following instruments were used to test the hypotheses and to assess the IDI Program: (a) IDI Pre-Post Assessment Inventory, which measured skills gained toward utilization of the systems approach; (b) Participants' Feedback Sheets, which provided insight to the participants' in-process ideas about IDI; and (c) IDI Participants' Program Evaluation, which was the main instrument for testing the second hypothesis. Results indicate a rejection of both hypotheses. Also, it is recommended that the followup course be continued, that a procedure for initial training in the systems approach be made available, and that a continuous followup evaluation be made of the effect of the IDI program on students. (PD)

**ED 099 358**

SP 008 663

Chapter 584, Administrative Rules 31-000-34-042, Oregon Rules for Certification of Teachers, Specialists, and Administrators, Effective January 1, 1975.

Oregon Teacher Standards and Practices Commission, Salem.

Pub Date 13 Dec 74

Note—96p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE**

Descriptors—\*Administrator Qualifications, \*Certification, \*Learning Specialists, State Licensing Boards, \*State Standards, Teacher Certificates, \*Teacher Certification  
Identifiers—\*Oregon

This four-chapter document encompasses the following: (a) general information—personnel required to hold certificates, definitions, types of certificates and their use in public schools, approved teacher preparation, waiver of requirements, obtaining an Oregon State Teacher's Certificate, renewal of certificates, reinstatement of certificates, Oregon colleges and universities approved for teacher preparation, Oregon intermediate education districts, Oregon State Teaching Certificate application, preparation for teaching report, and professional educational experience report; (b) teaching certificates—basic teaching certificate, standard teaching certificate, endorsement of basic and standard teaching certificates, special teaching certificates; (c) personnel service specialist certificates—basic and standard personnel service specialist certificates, and special personnel service certificates; and (d) administrative certificates—approved program preparation for administrative certificates, experience assessment board evaluation of preparation for administrative certificates, endorsement of standard administrative certificates, and special administrative certificates. (JCW)

**ED 099 359**

SP 008 664

Process Standards for Educational Personnel Development Programs (in the state of Oregon).

Oregon Teacher Standards and Practices Commission, Salem.

Pub Date Jan 74

Note—22p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Accreditation (Institutions), \*Developmental Programs, Program Administration, Program Development, Program Planning, \*School Personnel, \*State Standards  
Identifiers—\*Oregon Teacher Standards and Practices Commission

This manual states process standards for educational personnel development programs. Part A

provides an introduction; Part B lists the members of the 1974 Teacher Standards and Practices Commission; Part C summarizes the rule of standards; and Part D states the authority of the rule. Standards for accreditation are stated for program planning and management, program implementation, staff, and students. Part F defines terms used in this manual. (PD)

**ED 099 360** SP 008 665

**Standards for the Approval of Oregon College and University Teacher Education Programs.**  
Oregon Teacher Standards and Practices Commission, Salem.

Pub Date Jan 74

Note—29p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—Curriculum, \*Educational Programs, Facilities, Faculty, Higher Education, \*Institutions, Resources, \*State Standards, \*Teacher Education, \*Teachers  
Identifiers—\*Oregon Teacher Standards and Practices Commission

This document discusses Oregon standards requiring teacher education institutions to provide the curricula, faculty, resources, facilities, and involvement for effective teacher education programs. Part A provides an introduction, Part B lists the members of the 1974 Teacher Standards and Practices Commission, and Part C summarizes the rule of standards. These sections are provided to assist institutions and visiting committees in interpreting the standards. Part D, "Authority"; E "Standards for Approval"; and F, "Definitions" constitute Oregon Administrative Rules. Section E defines standards in the areas of curricula, faculty, students, resources and facilities, evaluation, program review, and planning. The first use of terms identified in the Definitions is indicated by an asterisk. (PD)

**ED 099 361** SP 008 666

**Commission for Teacher Preparation and Licensing [in California]. 1972-73 Annual Report.**

California State Commission for Teacher Preparation and Licensing, Sacramento.

Pub Date 73

Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Advisory Committees, \*Annual Reports, \*Credentials, \*Teacher Certification, \*Teacher Education  
Identifiers—California, \*Commission for Teacher Preparation and Licensing

This annual report of the California-based Commission for Teacher Preparation and Licensing, prepared for its second year of operation, covers (a) committee membership; (b) the committee structure; (c) licensing requirements, accomplishments, and plans; (d) membership on the examination advisory panel; (e) approved programs; (f) description, accomplishments, and membership of the Committee of Credentials; (g) evaluation and research; and (h) comparative data, presented in tabular form, on credentials issued by type and year; licensing-comparative workload data 1966-67 through 1972-73; teacher standards-comparative statistics; and financial breakdown of the teacher credentials fund. (JCW)

**ED 099 362** SP 008 667

**Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for Multiple and Single Credentials, 1973-74.**

California State Commission for Teacher Preparation and Licensing, Sacramento.

Pub Date 73

Note—38p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—\*Guidelines, Higher Education, \*Institutional Role, \*Program Development, Reading, Student Teaching, \*Teacher Education, Teaching Skills

This manual is designed to assist teacher preparation institutions in developing program plans that enhance the quality of teachers. Part 1, "Timeline of Events in Program Development, Documentation and Evaluation," indicates, in chart form, a sequence of events, persons responsible for these events, and the suggested required information from each event. Part 2, "Program Information and Documentation," describes

procedures for submitting program plans to the California Commission for Teacher Preparation and Licensing and provides guidelines for developing necessary program information regarding requirements for institutional involvement, professional education courses, professional competence, and reading courses. Part 3 presents the guidelines as adopted April 1972 by the commission. A glossary of terms used in the manual is provided. (PD)

**ED 099 363** SP 008 668

**A Position Statement on Educational Accountability for Improved Instructional Services at the Elementary and Secondary Levels in Michigan.**  
Michigan State Dept. of Education, Lansing.

Pub Date Mar 72

Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Children, Education, \*Educational Accountability, Educational Needs, \*Educational Objectives, Inservice Teacher Education, Organization, Young Adults  
Identifiers—\*Michigan

This document presents a discussion aimed at relating organizational aims and operational objectives to the total educational picture in Michigan. The document views the educational needs of children and youth as a continuum beginning at about age 3 and ending (for elementary and secondary purposes) at about age 18. The premise of the continuum is stated as follows: public education's primary task is meeting the needs of all children and youth as they prepare for adulthood. The corollary of the premise is as follows: the needs of all children and youth include continued and monitored educational progress through the years of required formal schooling, as well as readiness and adequacy for (a) a job, (b) satisfactory interpersonal relationships, (c) college, (d) other continuing education, and (e) citizenship. Two models are presented. The first is "Preparing Children for Adolescence"; the second, derived from the first, is "Preparing Youth for Adulthood." Each model has six steps: goals, performance objective areas, student-school needs assessment, new delivery system plans, inservice professional development program, and recommendations to local district and state boards of education. (JA)

**ED 099 364** SP 008 669

**Competency-Based Teacher Education in the State of Michigan—1974.**

Michigan State Dept. of Education, Lansing.  
Teacher Preparation and Professional Development Services.

Pub Date Aug 74

Note—76p.

**EDRS Price MF-\$0.75 HC-\$4.20 PLUS**

#### POSTAGE

Descriptors—\*Definitions, Developmental Programs, Educational Alternatives, Educational Assessment, Grants, \*Performance Based Teacher Education, \*Program Descriptions, Program Proposals, Surveys, \*Teacher Certification

Identifiers—\*Michigan

This four-part paper on competency-based teacher education (CBTE) in Michigan contains the following sections: (a) the development of CBTE in Michigan, consisting of a chronology of events dating from 1971, and a listing of CBTE grants programs in 1974; (b) a survey of CBTE programs in Michigan, including an overview of the programs and status reports from Michigan institutions; (c) a working draft of a proposed plan for CBTE and other alternative teacher education programs, providing a CBTE definition, goal statement, and descriptions of state role, certification pattern, delivery system, support mechanism, regulation changes, and management plan; and (d) CBTE and certification definitions, with CBTE elemental definitions, criteria used to assess the degree to which programs are competency based, characteristics of competency-based instruction, a synthesis of CBTE definitions, a sample profile of the degree to which particular programs are competency based, a synthesis of CBTE certification definitions, and a state assessment model. (JCW)

**ED 099 365** SP 008 670

**A Survey of Competency Based Teacher Education Programs in the State of Michigan, 1974.**

Michigan State Dept. of Education, Lansing.  
Teacher Preparation and Professional Development Services.

Pub Date Aug 74

Note—45p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—\*Educational Programs, \*Performance Based Teacher Education, \*School Surveys, \*Surveys  
Identifiers—\*Michigan

This document reports on the results of a survey of competency-based teacher education (CBTE) programs in Michigan. A survey form including a general definition of CBTE was sent to 30 teacher education institutions; 100 percent responded. Thirteen reported no CBTE programs at present, and 17 reported having CBTE programs which varied from one course to plans for the entire four-year program. This document includes responses by question, CBTE programs listed by instructional area, and the status reports of the 30 institutions. (PD)

**ED 099 366** SP 008 671

**Competency-Based Certification. Interim Report II.**

New Mexico State Dept. of Education, Santa Fe.

Pub Date Jan 74

Note—10p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Accreditation (Institutions), Guidelines, Inservice Teacher Education, \*Models, Performance Based Teacher Education, Performance Criteria, \*Teacher Certification

As part of New Mexico's investigation into competency-based certification, it was decided in 1973 that the most equitable, sound, and reliable approach would be through models development. Guidelines for model development include the following elements: replicability, internal evaluation, external evaluations, and several components. The components are as follows: (a) the models must take accreditation into account, providing methods whereby school evaluations for accreditation purposes can be accomplished; (b) the models must provide a training component which may be in some form of a broadly defined inservice concept; (c) the models must provide for a needs assessment; (d) the models must be based on district- and building-level objectives which are commensurate with current statewide programs of objective evaluation; (e) the model must provide a definition of competence in terms of goal accomplishment for all levels of educational tasks; and (f) the models must be directed to all individuals being certified under Section 77-8-1, New Mexico Annotated, 1953 compilation. Model locations have been identified. The schools involved in models development during 1973-74 will design the models, implement them, and then provide adequate opportunity and assistance to the state department for evaluation of the effectiveness of the models. The task force is committed to the concept of allowing the models to shape the common plan for certification and recertification rather than to the concept of developing a plan and requiring that the models conform to it. (JA)

**ED 099 367** SP 008 672

**Competency Based Certification, January 1, 1973. Action in New Mexico. Interim Report.**

New Mexico State Dept. of Education, Santa Fe.  
Pub Date 1 Jan 73

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—National Surveys, Performance Based Teacher Education, \*Performance Criteria, Problems, Program Evaluation, \*State Programs, \*Teacher Certification, \*Teacher Evaluation

Identifiers—\*New Mexico

New Mexico's investigation of competency-based certification has been a natural outgrowth of educational developments and concerns in the state and does not represent participation in a new educational trend just for the sake of being "in." Concern has been expressed by the legislature, lay groups, and the State Department of Education that current methods of teacher evaluation and certification fall short. In 1972, a task force was formed to investigate the concept of competency-based certification. In spite of the

great activity in competency-based programs, New Mexico's task force has yet to identify one program on the national scene which is effective. Therefore, the New Mexico task force has operated and will continue to operate with a sense of caution. The task force feels that if a competency-based approach is approved for development in New Mexico, it will have to be approved on the basis of a sound foundation relevant to the specific needs of New Mexico. (The document includes a list of questions the task force feels must be studied in depth, a list of several possible approaches that might provide solutions to the questions, listings of those attending and those invited to task force meetings, and a glossary of terms.) (JA)

**ED 099 368** SP 008 673

Travers, Robert M. W.

**Empirically Based Teacher Education. SPE Occasional Papers No. 1.**

Society of Professors of Education, Washington, D.C.

Pub Date 22 Feb 74

Note—23p.; Paper presented at the Annual Meeting of the Society of Professors of Education (Chicago, Illinois, February 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—\*Effective Teaching, \*Models, Teacher Behavior, \*Teacher Characteristics, \*Teacher Education, \*Teacher Role

Identifiers—\*Stanislavski (Constantin)

This paper presents a teacher education model that combines ideas from social psychology and acting. The effective teacher role is defined as being characterized by broad permeating attributes of behavior that distinguish this role from a less effective one. Procedures are discussed for the acquisition of a teaching role derived from the work of Stanislavski, which include the following steps: (a) the study of the role itself, (b) the search for material that becomes the medium through which the role is acted out, (c) the search for characteristics and attributes within the student of education that can become incorporated into the role, (d) the preparation of the student of education for undertaking the role in the classroom, and (e) the endless search for material to be incorporated into the role to keep the role alive and to prevent it from becoming routinized. The author concludes that every teacher should be familiar with the mainstream of knowledge relating to child development and with models of intellectual and social framework of the teaching role that should constitute the essential core of teacher education. A 19-item bibliography is included. (PD)

**ED 099 369** SP 008 674

**A Teacher's Guide to School Safety Patrol. Curriculum Services Series No. 13.**

Pennsylvania State Dept. of Public Instruction, Harrisburg.

Pub Date 68

Note—58p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS**

#### POSTAGE

Descriptors—Elementary Education, \*Safety, \*Safety Education, School Safety, Student Participation, \*Students, \*Traffic Safety

Identifiers—\*Pennsylvania, School Safety Patrol

This teacher's guide to school safety patrols in Pennsylvania is divided into six chapters. Chapter 1, on administration, discusses the philosophy, objectives, personnel, and financial arrangements of a school safety patrol. Chapter 2, on organization, examines the following topics: school patrol function and duties, instruction of the patrol, selection of patrol members and officers, care of equipment, and selection of the teacher-sponsor. Chapter 3 outlines suggested status-producing and reward activities. Chapter 4, "Rural Patrols," is devoted to describing the pedestrian safety patrol and the school bus safety patrol. Chapter 5 outlines recurring patrol problems. Chapter 6 discusses community cooperation and the safety patrol. Appendices include a checklist for evaluation of school patrols, sources of reference materials, and three tables with data on the Pennsylvania Army of Student Patrols. (JA)

**ED 099 370** SP 008 676

McDaniels, Garry L.

**New Directions for Research on Education Personnel.**

Pub Date Apr 74

Note—23p.; Speech given at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Educational Development, Educational Planning, \*Educational Policy, \*Educational Research, Educational Researchers, \*Federal Programs, Program Effectiveness, \*Program Improvement

The focus of this speech is a description of the process by which the National Institute of Education (NIE) will plan its research efforts in the area of teaching and curriculum. The first section of the document argues that the current relationship between funding agencies and researchers could be made more efficient if four essential types of activities were to occur: (a) goals and general priorities of the funding agent should be established; (b) specific objectives and strategies should be developed; (c) individual projects should meet criteria of internal quality as well as criteria which require that one project relate to others in a cumulative fashion; and (d) all projects, strategies, and objectives should be disseminated in public documents. The second section describes an alternative approach to the relationship between funding agencies and researchers which has four elements: specifying major problems, obtaining simultaneous input from field researchers regarding possible projects, establishing alternative strategies for attaining goals, and communicating alternative strategies. The final section of the document describes one phase of NIE's planning efforts—the National Conference on Research on Teaching, which was designed to solicit input from field researchers. (HMD)

**ED 099 371** SP 008 677

**Lifetime Sports in Pennsylvania. A Position Paper.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 74

Note—48p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS**

#### POSTAGE

Descriptors—\*Athletics, Exercise (Physiology), Health, \*Physical Education, \*Physical Fitness, \*Physical Health, State Programs

Identifiers—\*Pennsylvania

This document describes "lifetime sports" education in Pennsylvania. "Lifetime sports" is defined as individual and dual sports that increase energy expenditure and contribute to personal fitness so that people can safely pursue them throughout their life. The historical background is given for the specific program in Pennsylvania; also given are the objectives of the program for elementary, junior high, middle, and senior high school. The following papers are included in the document as appendices: (a) "Physical Activity for Positive Health," (b) "Fitness: The Hidden Factor," (c) "National Adult Physical Fitness Survey: Some Implications," (d) "A High School's Physical Education Curriculum with Selective Scheduling," and (e) "Contracting: An Approach to Providing Flexibility in the Physical Education Program." (JA)

**ED 099 372** SP 008 678

Duncan, Gertrude I., Ed. And Others

**Policies, Procedures and Standards for Certification of Professional School Personnel [in Pennsylvania].**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Teacher Education and Certification.

Pub Date 70

Note—129p.

**EDRS Price MF-\$0.75 HC-\$6.60 PLUS**

#### POSTAGE

Descriptors—\*Certification, Educational Programs, Higher Education, \*Professional Occupations, \*Program Development, \*School Personnel, \*State Standards

Identifiers—\*Pennsylvania

This document presents the standards, policies, and procedures for implementing the approved program approach to the certification of professional school personnel in Pennsylvania. Part 1 states the policies and procedures for institutional and program approval of undergraduate and graduate programs. Part 2 states general and specific program approval standards for undergraduate and graduate programs. Specific standards are listed for instructional certificates,

endorsements to instructional certificates, educational specialist certificates, supervisory certificates, and administrative certificates and commissions. Part 3 includes common standards, occupational experiences and competency regulations, vocational instructional certificate titles, and responsibilities of the cooperative education and vocational education coordinators in vocational education. Part 4 consists of eight appendices, including "General Information Relation to Institutional Application and Self-Study for Institution or Program Approval," instructions for fact sheets, a faculty data sheet, a curriculum schedule, and a behavioral competency study. (PD)

**ED 099 373** SP 008 679

**Pennsylvania's Approach to the Competency Certification of Educational Professional Staff. Working Paper.**

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Nov 74

Note—14p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Institutional Role, \*Performance Based Teacher Education, Performance Criteria, State Departments of Education, \*State Programs, State Standards, \*Teacher Certification, Teacher Evaluation

Identifiers—\*Pennsylvania

This document describes the Pennsylvania Competency-Based Teacher Education (PaCBTE) program and the Pennsylvania Competency-Assessment Certification (PaCAC) program and their relationship to teacher certification. The PaCBTE program is described as the state department of education's effort to assist colleges and universities in the transition to competency-based teacher education (CBTE) programs, wherein the students will demonstrate role competence and be endorsed for department of education certification on the results of the institution's competency evaluation process. The PaCBTE program extends the present state teacher certification requirements by making the preparing institution accountable for the calling-out, demonstration, and verification of role competencies of the candidates the institution recommends for state certification. The PaCAC program services applicants (a) who are not prepared via state department of education's CBTE programs, (b) who are not entitled to certification under existing interstate agreements in certification reciprocity, and (c) who appeal to the Secretary of Education challenging their preparing institution's competency verification component and seek an alternative verification as a matter of due process. Included are a list of competencies, guidelines, and strategies. (JA)

**ED 099 374** SP 008 680

**Pennsylvania's Competency-Based Teacher Education Program.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Teacher Education and Certification.

Pub Date Jan 73

Note—8p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS**

#### POSTAGE

Descriptors—Certification, \*Educational Programs, \*Models, \*Performance Based Teacher Education, Program Design, \*Program Development, Program Evaluation, Program Planning, Research, \*Teaching Skills

Identifiers—\*Pennsylvania Department of Education

This paper presents a flexible, open-ended, five-stage plan based on task analysis to evolve a longitudinal competency-based teacher education (CBTE) program. Stage 1 envisions broad use of group process in evolving a parameter of generic and specialized teacher competencies within which institutional programs are independently designed to provide graduates who have exit competencies necessary for entry-level professional success in the education professions. Stage 2 is institutionally centered and related to the institution's independent refinement of initial planning and design of CBTE programs. Stage 3 is the implementation stage centered within the institutions and related to the institution's program development that implements its Pennsylvania Department of Education (PDE) approved competency-based design. Stage 4 constitutes

PDE implementation of competency-based standards and procedures for professional certification of the education professions. Stage 5 embodies a historical documentation and continuing research and evaluation effort spanning stages 1-3. A graphic representation of the meshing and overlap of the nonsequential stages of this longitudinal plan is attached. (PD)

ED 099 375 95 SP 008 681

Craig, Sam B., Jr., Ed.

PaCBTE Handbook; A Resource for Developing Competency Based Teacher Education Programs.

Pennsylvania State Dept. of Education, Harrisburg.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Note—97p

EDRS Price MF-\$0.75 HC-\$4.20 PLUS POSTAGE

Descriptors—\*Educational Programs, \*Performance Based Teacher Education, Pilot Projects, \*Program Evaluation, Teacher Characteristics, Teacher Evaluation, \*Teaching Skills Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, \*Pennsylvania Department of Education

This handbook reports on some experiences with competency-based teacher education (CBTE) and is designed to serve as an instrument for self-examination and change. Chapter 1 presents 22 generic teaching competencies, which are a result of a reexamination of the 1973 Interim Inventory of 66 Generic Teaching Competencies (Generic 66). Chapter 2 answers the question, What can be done with a competency inventory? by going step-by-step through a process used by a hypothetical faculty to gain a perspective on its own efforts in role competency definition. Chapter 3 reviews research on teacher characteristics. Chapter 4 describes the design for formative evaluation of the Department of Education's PaCBTE program throughout its duration. Chapter 5 presents results from a pilot study showing the value that educators place on each of the Generic 66 competencies for the new teacher and where the competencies should be developed. Chapter 6 presents a detailed report on the 1974 CBTE program. Chapter 7 describes the efforts of the Bureau of Certification's Competency-Based Assessment Certification (PaCAC) program in wrestling with the problems of assessing the competencies of persons who are not graduates of approved teacher education programs in Pennsylvania. Chapter 8 reprints the Generic 66, including the inventory's source and the reference numbers for each competency statement. A "Glossary of CBTE Terms" and the "PaCBTE Consultant Group Directory" are appended. (Author/PD)

ED 099 376 95 SP 008 687  
Teacher Aides; A Suggested Two-Year Post High School Curriculum.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education; New York Univ., N.Y.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-0-70-4479

Grant—OEG-0-72-4684

Note—59p

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01366, no price quoted)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Bibliographies, \*Course Descriptions, \*Curriculum, Educational Programs, \*Paraprofessional School Personnel, Postsecondary Education, \*Teacher Aides

This document presents a 2-year post-high school curriculum for paraprofessional school personnel. This document is divided into five sections, which are teacher aide programs, curriculum, course outlines, bibliography, and appendix. Section one discusses some considerations of the program, occupational opportunities, aides and their work, special abilities required by aides, activities performed by aides, college programs for aides, and credentials and certification. Section two presents course requirements, a brief descrip-

tion of courses, issues in combining theory and practice in training teacher aides, curriculum overview, and continuing education. Section three provides curriculum outlines for 13 courses and electives. Section four is a bibliography listing published works, films and filmstrips, and journals. Part five, the appendix, contains the following: (a) a survey of selected states regarding utilization of teacher aides, (b) task and job descriptions, and (c) sources of assistance. (PD)

ED 099 377 95 SP 008 688

Stryer, Sandra

The Resource Person in Elementary Teacher Education.

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Consultants, \*Educational Resources, \*Preservice Education, Resources, Teacher Education, Teacher Education Curriculum

A resource person in undergraduate education classes may promote insights into the challenges, successes, and frustrations associated with the development and implementation of elementary curriculum. Resource persons may come from the university, the public school system, or the service and business professions in the community. The direct benefits of the resource person include: (a) sharing unique, specialized knowledge and experiences; (b) sharing instructional media including audiovisual hardware and software, as well as published, teacher-designed, and teacher-constructed instructional materials; (c) sharing divergent philosophies; (d) identifying possible role models; (e) identifying possible options and goals for future career growth; (f) stimulating a realistic approach to educational problems; and (g) providing simulations of selected professional situations. An indirect benefit resulting from the use of resource persons in the elementary education class is the improved relationship between the college or university and the institution to which the resource person belongs. (HMD)

ED 099 378 95 SP 008 689

Husman, Burris F.

The Future of Athletics in Higher Education—Can They Survive.

Pub Date [73]

Note—12p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Athletic Programs, \*Athletics, Budgets, Educational Objectives, Educational Programs, \*Financial Support, Futures (of Society), \*Higher Education, Scholarships, \*Values

This speech is devoted to the question of whether athletics, or more specifically, highly recruited athletic teams can survive. First, these programs are in financial trouble. Big-time athletic programs are financed in part by student fees whether the students wish to attend the games or not; consequently student government associations and other student organizations are waging a bitter antiathletic campaign on many campuses. The Women's Liberation Movement is beginning to add to the financial trouble of big-time athletics by demanding equal athletic budgets. Second, the educational values of athletics are being questioned; there is little empirical evidence to support athletics as an educational endeavor. In recent years the socialization of sports has caused an overemphasis on winning. The author recommends that two athletic programs should be established in our colleges and universities. One program would be highly recruited and labelled "big-time," the objective of which would be entertainment. The other program would use nonrecruited athletes, the goal of which would be educational. This division will provide a program for those who wish to attempt the difficult climb to excellence and for those individuals who wish to play for fun. (JA)

ED 099 379 95 SP 008 690

Glick, I. David And Others

PBTE: Prevention of a Second Orthodoxy through Consensus Building and Conflict Resolution.

Toledo Univ., Ohio. Coll. of Education.

Pub Date 74

Note—32p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Performance Based Teacher Education, \*Program Development, \*Program Evaluation, Secondary Education, Teacher Education

This monograph suggests how colleges of teacher education that are attempting to develop and implement a performance-based teacher education (PBTE) program may avoid formulating one that is simply a new orthodoxy. Referring to the experience of the Department of Secondary Education at the University of Toledo as an example, the authors describe the nature of their PBTE program and point out their attempts to avoid the rigidity which may be a by-product of any effort to formulate and empirically validate a PBTE program. In addition to providing an overview of the program, the authors examine and discuss three areas in which contingency plans must be formulated in order to prevent the ascendancy of a second orthodoxy. These areas are the philosophical foundations of PBTE, priorities and directions for validating a PBTE- and field-based research as the benchmark of PBTE. (Author)

ED 099 380 95 SP 008 691

Bramwell, R. D.

Communication in the School; A Semantic Element.

Pub Date [69]

Note—18p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Communication (Thought Transfer), \*Communication Skills, Course Descriptions, \*Semantics, \*Teacher Education Identifiers—\*University of Calgary

In response to new regulations for the preparation of teachers, the University of Calgary developed and implemented a new core curriculum, which had as its theme "communication in the school." The course outline was based on two assumptions: (a) that underlying almost everything a teacher does in a classroom or open area is the need to communicate with the students and (b) that since direct transfer of thought is virtually impossible, teacher and student must communicate by means of mutually intelligible signs—audible, visual, or kinesthetic—and build meanings between them by arranging sounds, marks, or movement in acceptable forms of consecutive or presentational discourse. The course as it is now taught consists of four elements: semantics, media, speech skills, and interaction. (The paper contains an extensive discussion of the semantic element of the course.) (JA)

ED 099 381 95 SP 008 692

Revised 1972 Organization, Procedures, and Standards for Approval of Teacher Education Programs in Texas.

Texas Education Agency, Austin. Div. of Teacher Education and Certification.

Pub Date 10 Jun 74

Note—38p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Higher Education, Schools of Education, \*State Standards, \*Teacher Certification, \*Teacher Education, Teacher Education Curriculum

Identifiers—Texas

This document is divided into three sections, one of which discusses organization and procedures for the approval of teacher education programs in the state and two of which present standards for institutional approval for undergraduate and graduate-level teacher education in Texas. The first section discusses the composition of and relationships among the State Board of Education, State Board of Examiners for Teacher Education, State Commission for Professional Competencies, and the Local Cooperative Teacher Education Center with regard to the teacher certification process. The standards presented for undergraduate and graduate level programs relate to: (a) general strengths and basic considerations regarding the institution; (b) curricula for teacher education programs; (c) faculty; (d) students and student development services; (e) resources and facilities; and (f) evaluation, program planning, and review. (HMD)

ED 099 382 95 SP 008 693

Edelfelt, Roy A. And Others

Lessons from the Teacher Corps.

National Education Association, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date 74  
Note—62p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 0-8106-6611-00, No price quoted)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Attitudes, Evaluation, \*Inner City, Program Effectiveness, \*Program Evaluation, Student Attitudes, Teacher Attitudes, \*Teacher Education, Urban Teaching  
Identifiers—\*Teacher Corps

This booklet is a nontechnical summary of an extensive sociological investigation of the Teacher Corps, which was restricted to 10 universities and 42 schools. Data drawn from observation, questionnaires, and interviews with teachers, professors, and interns are used to present a composite picture of the program. The document includes a history of the Teacher Corps program, gives reasons for the evaluation study, and indicates methodology used. Two different kinds of information are woven together throughout the report: (a) generalized findings from the 10 Teacher Corps sites studied and (b) illustrative material drawn from two different sites—an urban university and a southern university. The summary of findings reports some intern dissatisfaction and friction with teachers. Specific characteristics of interns and teachers in the program and school changes are among the areas covered in the summary of findings. Conclusions drawn from the study are reported at the end of the booklet. (JA)

**ED 099 383** SP 008 697  
Novick, Lloyd F. And Others  
The High School Health Fair.  
Pub Date Oct 74

Note—24p.; Paper presented at the Annual Conference of the American School Health Association (48th, New York City, October 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Educational Alternatives, Educational Programs, \*Health Education, \*Health Services, High Schools, Secondary Education, Student Attitudes, Student Participation  
Identifiers—\*Health Fairs, New York

In response to unmet health needs of high school youth particularly those in ghetto schools, health fairs were organized at three inner-city high schools in New York. The purposes of all three fairs were similar: to disseminate health information, to perform selected health testing, to provide follow-up activities when necessary, and to engender familiarity and positive attitudes towards preventive health measures and medical care. The fairs were a combined effort of students, faculty, the health department, and other related agencies. This paper analyzes the events preceding initiation of the fair, the planning of the fair, the screening of results, educational efforts, and follow-up activities in an effort to determine the effectiveness of these fairs as an alternate approach to school health problems. (JA)

**ED 099 384** SP 008 698  
Hopp, Joyce W. Abbey, David  
The Applicability of Value Clarifying Strategies in Health Education at the Sixth Grade Level.  
Pub Date 74

Note—19p.; Paper presented at the Annual Convention of the American School Health Association (New York, New York, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Behavior Change, Elementary Education, Grade 6, \*Health, \*Health Education, Teaching Methods  
Identifiers—\*Values Clarification

Teachers in three California public schools were educated in the use of values clarification. Their experimental class groups were matched with other sixth-grade groups in the same schools. The teachers used selected value clarifying strategies for three months in their regular classes, adapting them as necessary to the health education content area. No changes in the health education curriculum were made, so that applicability of values clarification to health education could be explored in a range of content areas, which included mental health, safety and first aid, preparation for disaster, and nutrition. Evaluation

was achieved through three approaches: (a) teacher assessment of success of value clarifying strategies by recording adaptations and use of strategies; (b) the random selection of students for interviews to determine their use of the steps in the valuing process in relation to given problem situations; and (c) administration of pre- and post-tests designed to determine value clarity. The findings indicate that teachers react enthusiastically to the use of this teaching methodology, even to the extent of using the strategies in other areas of the curriculum and in individual counseling. The students who initially have unclear values demonstrate the greatest change in value clarity following values clarification emphasis. (Author/JA)

**ED 099 385** SP 008 699  
Cockburn, Iize, Comp.

Elementary Teacher Education/Certification. An Annotated Bibliography: 1963-1973.

Ontario Inst. for Studies in Education, Toronto. Library.

Pub Date Nov 74  
Note—54p.

Available from—Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.50)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Annotated Bibliographies, \*Elementary School Teachers, \*Teacher Certification, \*Teacher Education

This bibliography presents a selection of books, journal articles, reports, dissertations, and phonotapes that are representative of significant trends in the education and certification of elementary school teachers. Part one, "Education of Elementary School Teachers," and part two, "Certification of Elementary School Teachers," contain subdivisions that move from examination of historical developments and present status to proposals and descriptions of innovations and reforms. Part three lists bibliographies that include material published prior to 1963 or that treat more specialized subject matter. An author index lists personal and corporate authors, chairmen of commissions and committees, and project directors or principal investigators of research projects. (Author/PD)

**ED 099 386** SP 008 701  
Health Education Status Survey; A Summary Report.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Research, Planning, and Development.

Pub Date 15 Feb 73  
Note—6p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Curriculum, Curriculum Research, \*Educational Programs, Health Education, Junior High Schools, \*School Personnel, \*School Surveys, Secondary Education  
Identifiers—\*Illinois

This paper reports on a survey requesting information about the status of Illinois health education programs in grades 6-12. The survey was distributed to 1,123 school administrators, including unit superintendents and all principals of middle, junior, and senior high schools and of selected large elementary districts with organizational patterns including junior high and/or middle schools. The survey consisted of two major parts, which sought information about program and personnel. Analysis of the survey results indicates the following: (a) ninety-four schools do not have a formal health education program; (b) one hundred twenty schools schedule health education with the science curriculum; (c) four hundred twenty-six schools schedule health education classes with physical education; (d) one hundred forty schools reported health education as a distinct semester course; (e) fifty-one schools have integrated health education programs with health education units taught by teachers representing three or more disciplines; and (f) in grades six, seven, and eight health education classes are most often scheduled on a coeducational basis, and at the senior high level classes are most frequently scheduled according to sex. In summary, the survey has been useful in assessing health education program and needs in Illinois schools and by revealing four critical needs in health education in Illinois and providing a current roster of health education teachers. (PD)

**ED 099 387** SP 008 702  
Corrigan, Dean C.

Some Value Premises to Consider in the Future Development of Performance-Based Strategies for Maximizing the Humane in Education.

Pub Date 12 Dec 74

Note—14p.; Paper prepared for the American Association of Colleges for Teacher Education Leadership Training Institute on PBTE (Boston, Massachusetts, December 12, 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—Curriculum, Educational Change, Futures (of Society), Humanization, Individualized Instruction, \*Performance Based Teacher Education, Performance Criteria, \*Teacher Education, Values

In this speech on the education of teachers, the author discusses the following value premises: (a) freedom; (b) personalization of performance goals; (c) inquiry (teacher education must focus on the student's ability to be a responsible inquiry system); (d) knowledge based on usage that will foster social self-actualization in the student teacher; (e) curriculum—scope and sequence (engagement with the real work of teaching should begin as soon as a person wants to teach; and (f) role of teacher-educator, which is to create a situation in which students can afford to be themselves. Student teachers are quoted on their teaching experiences. The author concludes that if the reform of teacher education actions originates from, and frequently returns to these value premises for nourishment, competency-based teacher education has the potential to maximize the humane in teacher education. (JA)

**ED 099 388** SP 008 703  
A New Approach to Teacher Education and A Teacher Certification.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Teacher Education and Certification.

Pub Date 72  
Note—5p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—College School Cooperation, \*Cooperative Planning, Interagency Cooperation, Interinstitutional Cooperation, State Programs, State Standards, \*Teacher Certification, \*Teacher Education  
Identifiers—\*Washington

New certification standards adopted by the Washington State Board of Education in 1971 were designed to develop teacher education programs that ensure the highest quality of professional performance by teachers prepared within them. Teacher education programs under the new standards are approved by the State Board of Education only when three groups (personnel of colleges/universities involved in training teachers, school district or private school staffs, and professional association members closest to teaching) have developed a program cooperatively and are exercising equal authority. The consortium of these agencies, whose structure is designed to ensure comprehensive participation, must secure involvement of the various constituents who are concerned about high quality teaching. The objective for teachers must focus on their actual performance (competence) as teachers. Once these competencies are identified, the actual training program must be structured to produce teachers who possess them. The new standards decentralize responsibility and accountability for preparation and the outcomes of preparation. The cooperative approach helps marshal resources of the various agencies, gives trainees more preservice experience in the schools, helps screen out those who should not continue within teacher preparation, and offers realistic preparation for the actual work of the teacher. (Author/JA)

**ED 099 389** 95 SP 008 705  
Deal, Terrence E. And Others

A Survey-Feedback Approach to Developing Self-Renewing School Organizations. Research and Development Memorandum No. 131.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75  
Contract—NE-C-00-3-0062

Note—46p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—\*Educational Innovation, \*Environment, Feedback, \*Problem Solving, School Districts, \*School Organization, Surveys, \*Technology

This memorandum describes an approach to the development of school organization in which the basic research hypothesis is that the structure of a school or school district must be congruent with its technology and its environment if problems are to be solved and educational innovations are to succeed. Current environmental, instructional, and structural problems in schools and school districts are identified. The intervention strategy known as organizational development is described, the psychological or social-psychological orientation of most current strategies is demonstrated, and a case is made for a structurally oriented survey-feedback approach to organization development in schools. Core elements in this survey-feedback approach are gathering information and developing a preliminary diagnosis, developing an organization approach to problem solving, providing feedback of the survey results, selecting strategies for change, and evaluating the impact of the strategies. The report also describes the current developmental work of the program in this area and its plans for field testing the structural approach and making the techniques more widely available. (Author)

**ED 099 390 72 SP 008 706 Opportunities Abroad for Teachers, 1975-76; Teaching, Seminars.**

Office of Education (DHEW), Washington, D.C. Div. of International Education. Report No.—DHEW-OE-75-19300. Pub Date 75. Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55)

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Federal Programs, Foreign Countries, Seminars, Teacher Employment, \*Teacher Exchange Programs

This brochure explains the teacher exchange program carried out by the U.S. Office of Education in cooperation with the State Department. It provides details of the opportunities available to qualified U.S. teachers to teach abroad for the 1975-76 academic year, primarily in elementary and secondary schools. With the cooperation of U.S. schools, teachers from other countries may teach for an academic year in the U.S. under the same program. The brochure also contains information on opportunities for participation in selected short-term seminars abroad in 1975. The brochure is divided into the following sections: (a) "The International Educational and Cultural Exchange Program," (b) "Applications," (c) "Terms of Awards," (d) "Grants for 1975-76 Teaching Positions Abroad," and (e) "Grants for 1975 Seminars Abroad." (Author/JA)

**ED 099 391 SP 008 709**

Pankratz, Roger Williams, John. Three Years of Collaboration in the Development of Portal Schools.

Pub Date Jun 74. Note—11p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*College School Cooperation, Consortia, \*Decision Making, Interinstitutional Cooperation, \*Laboratory Schools, Performance Based Teacher Education, \*Teacher Education

Identifiers—Kansas, \*Portal Schools, Teacher Corps

In 1971 six rural, eastern Kansas School Districts collaborated with Kansas State Teachers College in the development of portal schools. Four-year goals and first-year objectives were established and a steering committee comprised of representatives of each significant role group was organized to transact business associated with the development of portal schools. After a year and a half, it became apparent that the attempt at collaborative decision making was unsuccessful. Therefore, a new model was developed based on the assumptions that; (a) the controllers of resources must be willing to share their power by responding to inputs from role groups, (b) the purpose and limits of the consortium must be

clearly defined and agreed to by all parties, (c) a process for input and shared decision making must be clearly defined, (d) commitment to the endeavor by member institutions is directly related to the amount of its resources invested, and (e) two decision-making bodies, one consisting of resource controllers and the other consisting of role group representatives, must be organized. The implementation of this model involved the formation of a Council of Administrators (resource controllers) and Master Steering Committee (role group representatives), development of an agreement document, specification of the decision-making process, and an increase in the amount of resources invested by each institution. Significant and encouraging developments have resulted from implementation of the new model. (HMD)

**ED 099 392 95 SP 008 796**

**Educational Research in Progress.**

Operations Research, Inc., Silver Spring, Md. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Administration.

Pub Date Oct 74.

Contract—NE-C-00-3-0051

Note—369p. Quebec, March 1972; One copy-righted diagram has been removed from page 8

**EDRS Price MF-\$0.75 HC-\$17.40 PLUS POSTAGE**

Descriptors—Abstracts, Directories, \*Educational Research, \*Federal Programs, Government (Administrative Body), Indexes (Locators), Reference Books, Research Projects

This document is a compilation of approved and ongoing research projects of the National Institute of Education (NIE). The primary purpose of the document is to provide the NIE management personnel, who plan, control, and monitor research projects, with readily available, fully indexed information on current projects. The document is divided into two major sections. Section one, Project Resumes, provides brief descriptions of approved, ongoing NIE research projects. The following information is provided in each resume: (a) NIE project number; (b) dollar amount; (c) project officer; (d) title; (e) investigator(s); (f) address; (g) institution; (h) organization type/award type; (i) common accounting number; (j) proposal date; (k) responsible unit; (l) geographic location; (m) contract or grant number; (n) fiscal funding; (o) descriptors—taken from the "Thesaurus of ERIC Descriptors"; (p) identifiers—as used in the ERIC system; (q) project dates; and (r) an abstract, taken from the original proposal. The second section is composed of indexes according to subject, investigator, institution, responsible unit, geographic and regional location, program area, contract/grant number, and dollar amount. (JA)

**TM****ED 099 393 95 TM 003 996**

McDaniel, Ernest And Others.

Manual for Observer Rating Scales.

Purdue Univ., Lafayette, Ind. Educational Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 74.

Contract—OEC-0-72-5283

Note—38p. For related documents, see TM 003 927 and 937

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Classroom Environment, \*Classroom Observation Techniques, Effective Teaching, Elementary Education, \*Elementary School Teachers, \*Rating Scales, \*Teacher Behavior, Teacher Rating, Teaching Methods, Test Reliability, Test Validity

Identifiers—Observer Rating Scales

Observer Rating Scales are a means of recording observed teaching behavior on nine dimensions: warmth, enthusiasm, clarity, variety, individualization, feedback, cognitive demand, freedom, and on-task activity. The trained observer rates the behavior on a scale from one to six representing points along a continuum. The positions are defined by accompanying statements to assist the rater in assigning an appropriate rating. A relatively high degree of construct validity

is purported. Reliability coefficients were computed by nine observers rating four teachers independently on all nine dimensions. Reliability ranged from a high of .95 (warmth) to a low .79 (freedom). Samples of the teaching behavior of the four teachers have been filmed to accompany this manual and are available through Purdue Educational Research Center. Also included in this manual is information on training observers and scoring rationale for use with the 16 mm sound-color training films. (Author/RC)

**ED 099 394 TM 004 015**

Tyler, Ralph W.

Assessing Educational Achievement in the Affective Domain. NCME Measurement in Education. Vol. 4, No. 3, Spring, 1973.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date 73

Note—8p.

Available from—NCME, Office of Evaluation Services, Michigan State Univ., East Lansing, Michigan 48823 (Subscription rate: \$2.00 per year; single copies \$0.25 ea. in quantities of 25 or more)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Achievement, \*Affective Behavior, \*Affective Objectives, Attitudes, \*Educational Assessment, \*Evaluation, Interests, Values

Both cognitive and affective components in interests, attitudes, values, and appreciations are identified as well as problems in selecting objectives for the affective domain. The suggestions offered on how to best assess feelings draw on a variety of measurement techniques. The possibilities and problems involved in assessing student achievement of objectives in the affective domain are illustrated. The problems lie not only in the difficulty of appraising emotional responses that are often covert but also in selecting and defining objectives that are proper goals for the public schools. This means affective behavior that is of constructive value to the individual, that can be developed through school experience, that is not sectarian or politically partisan and is not an unwarranted invasion of privacy. When objectives meeting these conditions are identified and defined, it is possible to assess, at least crudely, the student's achievement of these behavior patterns. (Author/RC)

**ED 099 395 TM 004 016**

Doherty, Victor W. Hathaway, Walter E.

Goals and Objectives in Planning and Evaluation: A Second Generation. NCME Measurement in Education. Vol. 4, No. 1, Fall 1972.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date 72

Note—8p.

Available from—NCME, Office of Evaluation Services, Michigan State Univ., East Lansing, Michigan 48823 (Subscription rate: \$2.00 per year; single copies \$0.25 ea. in quantities of 25 or more or \$0.50 for a single issue)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Computer Oriented Programs, Curriculum Development, Educational Accountability, \*Educational Objectives, \*Educational Planning, \*Evaluation, Individualized Instruction, \*Management Systems, Teacher Evaluation

Identifiers—\*Tri County Course Goal Project

Reports on a project in the tri-county metropolitan Portland, Oregon area designed to help educators answer the questions: "What is to be learned?" "How is it to be learned?" and "Has it actually been learned?" Educational goals were produced for use in management and planning, and coded for retrieval from a computer storage system. The goal collections were designed for the following uses: (1) participation of students, parents, teachers, school boards, and local citizens in decisions about what the school should teach, (2) individualization of instruction, (3) cross-disciplinary education, (4) accountability, (5) long-range planning and systematic control of educational development, and (6) effective teacher evaluation. Types of goals, codes, and related support systems used in the system are described. Two lines of future development were planned based on the initial work of the project. The first is curriculum improvement, and the second is in measurement and evaluation for

which the principal product sought is a criterion referenced set of test items related to each course goal. (Author/RC)

**ED 099 396** TM 004 020

*Martuza, Victor R. Engel, John D.*

**The Effect of Substituting  $p$  for  $\alpha$  on the Unconditional and Conditional Powers of a Null Hypothesis Test**

Pub Date [Apr 74]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Bayesian Statistics, \*Hypothesis Testing, \*Statistical Analysis, Validity Identifiers—\*Power (Statistics)

Results from classical power analysis (Brewer, 1972) suggest that a researcher should not set  $\alpha = p$  (when  $p$  is less than  $\alpha$ ) in a posteriori fashion when a study yields statistically significant results because of a resulting decrease in power. The purpose of the present report is to use Bayesian theory in examining the validity of this generalization. Using the  $t$ -test and Bayes' theorem we show that while the substitution of  $p$  for  $\alpha$  (when  $p$  is less than  $\alpha$ ) reduces unconditional or simple power, it actually increases the conditional power of the test—i.e., the probability that the alternative hypothesis is true given a statistically significant result. Because of this, the substitution of  $p$  for  $\alpha$  a posteriori (when  $p$  is less than  $\alpha$ ), i.e., acting as though the value of  $\alpha$  is equal to the obtained  $p$  value, seems to be a harmless practice at worst, and on the positive side, provides important information to the research consumer interested in the validity of the alternative hypothesis given the data of the study. (Author/RC)

**ED 099 397** TM 004 022

*Clark, D. Cecil*

**Preordinate Models of Product Development: Implications for Alternative Approaches to Evaluation (or, How to End Up Undernourished).**

Pub Date [Apr 74]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Evaluation Methods, \*Models, \*Summative Evaluation Identifiers—\*Preordinate Model of Product Development, Product Development

A model for evaluating educational products is presented which is based on a simple philosophy: decide in advance what the final product ought to look like; then use this conception to prescribe methods for developing and measuring it. In the preordinate model, five separate activities are identified which occur in approximately the following order: (1) selection of the product, (2) selection of the critical properties of the product, (3) making critical properties as operational as possible, (4) using critical properties to describe materials and developmental procedures or instruction, and (5) using critical properties to prescribe evaluation. Assumptions underlying the preordinate model are uncovered, and strengths and weaknesses of the model are reviewed. Several steps for enriching the model are then prescribed. (RC)

**ED 099 398** TM 004 040

*Gottesfeld, Harry*

**Educational Values Assessment (E.V.A.) Questionnaire. Manual.**

Pub Date 73

Note—36p.

Available from—Behavioral Publications, 2852 Broadway-Morningside Heights, New York, New York 10011 (specimen set \$2.95)

Document Not Available from EDRS.

Descriptors—Attitudes, \*Educational Assessment, \*Educational Attitudes, Elementary Schools, Junior High Schools, \*Manuals, Parent Attitudes, \*Questionnaires, \*Values Identifiers—\*Educational Values Assessment Questionnaire

The Educational Values Assessment (EVA) is an instrument to determine the educational values of individuals and groups. It focuses on the beliefs people have about what is educationally important for the child of elementary or junior high school age. The questionnaire taps 80 dif-

ferent school issues, e.g., special programs for drug abuse, the powers of principals to suspend a student, modern classroom equipment installation, etc. The degree of importance is measured on a seven-point scale. The responses are then grouped into eight concrete problem areas: (1) community involvement; (2) strictness/standards; (3) professional specialists; (4) innovations; (5) health, recreational, and practical training; (6) economic considerations; (7) parent education; and (8) special handling for difficult children. The data can be hand or electronically processed. The manual contains background information, methods, factors, information on the revised instrument, reliability and normative data, correlation matrices, and use, administration, scoring, and score interpretation of the EVA. The scoring sheet is also included. (RC)

**ED 099 399** TM 004 041

*Clements, William H.*

**An Evaluation of the Use of the Miller Analogies Test at UW-SP [University of Wisconsin-Stevens Point]. Report No. 340.**

Wisconsin Univ., Stevens Point. Office of Institutional Research.

Pub Date Jan 73

Note—24p.

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Aptitude Tests, \*Comparative Analysis, Degrees (Titles), \*Graduate Students, Sex Differences, Success Factors, \*Test Results, Test Validity, Units of Study (Subject Fields), \*Verbal Ability Identifiers—\*Miller Analogies Test

The Miller Analogies Test, speeded and somewhat powerized, is a highly verbal test that calls for analogies using words drawn from various academic disciplines. It has been given since 1961 to those who requested it and to all those who proceeded through the Master's program at the University of Wisconsin at Stevens Point. Of 821 students who took the test, 558 had entered a graduate program at Stevens Point. It was found that men and women did about equally well; women outnumber men slightly. There were sharp variances in mean scores by year Bachelor's degree was received and by year the test was taken, but there appeared to be no significant quality trends during the 1961-72 test period studied. Average scores were highest for BA degree holders, with BS holders a second, and the BE clearly lower. Present active graduate students averaged about six points higher than did inactive graduate students. Forms K, L, and M of the test appeared about equal. English and biology majors ranked highest, and communication disorders, home economics, and elementary education majors averaged lowest. (Author/RC)

**ED 099 400** TM 004 043

*Miller, LaMar P., Ed.*

**The Testing of Black Students: A Symposium.**

American Educational Research Association, Washington, D.C.

Pub Date Jul 74

Note—124p.; Symposium Proceedings from the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1973)

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95)

Document Not Available from EDRS.

Descriptors—Ability Grouping, Educational Research, Higher Education, Intelligence, Intelligence Tests, Minority Group Children, Nature Nurture Controversy, \*Negro Students, Predictive Ability (Testing), Psychometrics, Public Schools, Publishing Industry, Standardized Tests, \*Test Bias, \*Testing, \*Testing Problems, Test Interpretation, Tests, Test Validity

The controversial and complex issues regarding the effects of educational and psychological testing on the education of minority group children in America are discussed. Although the focus is primarily on black students, the issues discussed are equally valid for all minority populations in the American public schools. The articles in the book cover psychometric issues of bias and prediction, social and educational problems revolving around or directly attributable to testing, alternative multicultural models of testing, and strategies for testing in the future. Articles included are: (1) Some Points of Confusion in Discussing the Testing of Black Students; (2) The Problem of Match and Mismatch in Testing Black

Children; (3) Psychometric Barriers to Higher Education; (4) Situational Effects in Testing; (5) Grouping for Instruction; (6) The Testing of Black Students: Dilemmas for Test Publishers; (7) Research, Education, and Public Policy: Heredity vs. Environment in Negro Intelligence; (8) Latent Functions of Intelligence Testing in the Public Schools; and (9) Testing the Black Minority: Strategies and Problems. (Author/EH)

**ED 099 401** TM 004 045

*Pestle, Ruth E.*

**Longitudinal Evaluation of a Home Economics Education Professional Program**

Spons Agency—Oklahoma State Univ., Stillwater. Research Foundation.

Pub Date [Apr 74]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Beginning Teachers, College Students, Educational Philosophy, Effective Teaching, \*Home Economics Education, \*Longitudinal Studies, Self Evaluation, Students, \*Teacher Attitudes, Teacher Education, Teacher Responsibility

Improvements in teaching competencies, attitudes toward children, professional commitment, and philosophy of education of 31 vocational home economics teacher education students were measured through four self-evaluations during the last year in college and the first year of teaching. Comparison of mean scores was done by  $t$ -tests. Significant increases in teaching competencies were found both during the semester preceding student teaching and the student teaching block. Significant decreases in warmth of attitudes toward children (as measured by the Minnesota Teacher Attitude Inventory) occurred while in college and again on the job. Professional commitment rose only while in college. No change occurred in educational philosophy. (Author)

**ED 099 402** TM 004 055

*Thelen, Herbert Aid Others*

**Assessment of Classroom Ethos and Some of Its Correlates.**

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Academic Achievement, \*Classroom Environment, Item Analysis, \*Morale, \*Sex Differences, Socialization, Teacher Attitudes, Teacher Role, \*Tests

Identifiers—\*ALP Ethos Instrument, Classroom Ethos

The study sought to define the Ethos of a classroom and its operating assumptions. The basic components of the Ethos variable are Authenticity (for individual students), Legitimacy (in terms of knowledge and societal disciplines), and Productivity (effectiveness of activities). This variable is referred to by its acronym, ALP. An international study and a Chicago-based study using the ALP instrument have been begun. Forty-nine classrooms in the Chicago area have been analyzed and findings reported to the teachers. A series of variables related to ALP-Ethos in these schools is now being investigated. (Author)

**ED 099 403** TM 004 056

*Rose, Andrew M. And Others*

**Methods for Predicting Job-Ability Requirements: II. Ability Requirements as a Function of Changes in the Characteristics of an Electronic Fault-Finding Task.**

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—AIR-31300-8-74-TR

Pub Date Aug 74

Note—103p.; See ED 085 408 for a report on a related study

**EDRS Price MF-\$0.75 HC-\$5.40 PLUS POSTAGE**

Descriptors—\*Ability, Ability Identification, Adults, Complexity Level, Electric Circuits, \*Factor Analysis, Methods, Performance

Criteria, \*Personnel Selection, \*Predictive Ability (Testing), Problem Solving, \*Task Analysis, Task Performance

The relationships between the characteristics of human tasks and the abilities required for task performance are investigated. The goal of the program is to generate principles which can be used to identify ability requirements from knowledge of the characteristics of a task and of variations in the conditions of task performance. Such knowledge has important implications for both selection and training of personnel. The relationship between variations in an electronic fault-finding task and consequent changes in the abilities related to fault-finding performance was investigated. Characteristics of the fault-finding task were manipulated by varying formal difficulty and perceptual complexity. Subjects received a battery of reference ability tests and then proceeded to perform the criterion task under the different experimental conditions. To determine the relationship between task characteristics and ability requirements, the reference battery was factor analyzed to identify a reference ability structure. The loadings of various criterion task conditions on that structure were then estimated. Five separate ability factors were identified. Four were found to be related to criterion task performance. One seemed to be involved to the same extent across alternative versions of the task, while others increased or decreased as the task characteristics were manipulated. (Author/SM)

**ED 099 404** TM 004 057  
Beverly, Robert F.

A Comparative Analysis of Base Expectancy Tables for Selected Subpopulations of California Youth Authority Wards. Research Report No. 55.

California State Dept. of the Youth Authority, Sacramento.

Report No.—RR-55

Pub Date Dec 68

Note—31p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Data Collection, Demography, \*Expectancy Tables, \*Homogeneous Grouping, \*Institutionalized (Persons), Males, Minority Groups, \*Predictive Validity, Statistical Analysis

Identifiers—\*California Youth Authority

Base expectancy tables developed by the California Youth Authority apply to total population of male wards released on parole by the state. Subpopulations of relatively homogeneous make-up offered the possibility of developing base expectancy tables of greater predictive ability. Multiple regression analysis showed the overall advantages and greater predictive efficiency of using pooled data expectancy tables rather than using subgroup data based on first admissions and readmissions. (SM)

**ED 099 405** TM 004 058

What Research Says to the Teacher: Evaluation and Reporting of Student Achievement.

National Education Association, Washington, D.C.

Pub Date 74

Note—32p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 387-11870, \$0.50)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—\*Academic Achievement, Behavioral Objectives, Criterion Referenced Tests, Educational Philosophy, \*Educational Testing, Grades (Scholastic), \*Grading, Self Evaluation, Standardized Tests, \*Student Evaluation

The four parts of this report are: (1) the purposes of evaluation and reporting; (2) relationship to educational philosophy and methods of teaching, including historical development, present reporting practice and criticisms of these practices, and alternatives to conventional grading; (3) the best way to report student achievement; and (4) evaluation to improve instruction, with comments on standardized tests, criterion-referenced tests, self-evaluation, and promising trends in evaluation. (RC)

**ED 099 406** 95 TM 004 060

Tatsuoka, Maurice M.

An Examination of the Statistical Properties of a Multivariate Measure of Strength of Relationship. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-2-E-020-FR

Pub Date Dec 73

Grant—OEG-5-72-0027(509)

Note—58p.

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Analysis of Variance, Computer Programs, Matrices, \*Sampling, \*Statistical Bias, \*Tests of Significance

Identifiers—MANOVA, \*Multivariate Analysis of Variance

A computer-simulated study was made of the sampling distribution of omega squared, a measure of strength of relationship in multivariate analysis of variance which had earlier been proposed by the author. It was found that this measure was highly positively biased when the number of variables is large and the sample size is small. A correction formula for reducing the bias was developed by the method of least squares and was found to yield nearly unbiased corrected values. A simpler, rule-of-thumb correction formula was also presented. Charts of 90 percent confidence intervals for omega squared for the three-variate, five-group case for three sample sizes were drawn, and data that would enable the construction of similar confidence intervals for the five-variate and ten-variate cases (also for five groups) were presented. (Author/RC)

**ED 099 407** TM 004 061

Selden, David

Towards Statewide Educational Assessment.

Pub Date [Apr 74]

Note—3p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE**

Descriptors—\*Educational Assessment, \*State Programs, \*State Surveys

Identifiers—\*American Federation of Teachers

The source of most of the opposition to educational assessment is fear on the part of administrators and teachers that assessment will be used as an instrument of evaluation. Assessment plans make it impossible to identify individual teachers or schools. Thus, the fear that someone may be penalized because of a bad assessment is not realistic. Furthermore, all school systems at present do a great deal of testing. If school authorities wanted to use test results as evaluating instruments, they already have plenty of information to go on. The main problem in all assessment programs is that results are expected too quickly. Emphasis should be on longitudinal studies and comparison after multiple completions of the testing cycle. (Author)

**ED 099 408** TM 004 062

Coffman, William E.

A Moratorium? What Kind? NCME Measurement in Education. Vol. 5, No. 2, Spring 1974.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date 74

Note—8p.

Available from—NCME, Office of Evaluation Services, Michigan State Univ., East Lansing, Michigan 48823 (Subscription rate: \$2.00 per year; single copies \$0.35 ea. in quantities of 25 or more, or \$0.50 for a single issue)

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Criterion Referenced Tests, Educational Accountability, \*Educational Testing, Groups, Scores, Standardized Tests, \*Testing Problems, \*Test Interpretation, Weighted Scores

Identifiers—\*NEA Moratorium on Testing

Many problems in the areas of test interpretation and educational assessment are causing difficulties for educators. On one hand the public and legislators are requesting more state testing programs and assessment programs, while on the other, educators realize the problems concerning testing and test interpretation. Difficulties arise when tests are misinterpreted and misused. A

proposed moratorium by the National Education Association is not the answer to the problem since it would destroy the continuum of data and create a critical information gap. Reporting systems based on criterion referenced measurement, the use of computers to find patterns from which to generate interpretations, and further use of adjusted scores can help to alleviate some of the problems. A moratorium on testing would only destroy the continuum of data and create a critical information gap. (Author/SM)

**ED 099 409** 95 TM 004 066  
The Living Room School Cognitive Assessment Inventory.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Pub Date [73]

Grant—OEG-0-71-1760(290)

Note—14p.; See ED 082 850 for a related document

Available from—Board of Cooperative Educational Services of Nassau County, Salisbury Center, Valentines Road and The Plain Road, Westbury, New York 11590

Journal Cit—Time Frame; v3 n1 p21-34 Fall 1973

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—Cognitive Development, \*Cognitive Tests, \*Diagnostic Tests, Home Programs, \*Preschool Children, Preschool Education, \*Preschool Tests

Identifiers—\*Living Room School Cognitive Assessment Inventory, Living Room School Program

The inventory is an individually administered procedure designed to assess the cognitive skills of preschool children enrolled in the Living Room School (LRS) program. It was developed to measure change in the cognitive behavior of the 2- to 5-year-old child as well as to diagnose his performance patterns in order to formulate an individualized program commensurate with his needs. The 66 items are grouped into 11 subtests: Body Parts, Colors, Shapes, Size, Classification, Numbers, Positional Relationship, Zipper Frame, Button Frame, Scissors, and Large Motor Coordination. Items are grouped in a hierarchical order by two or three levels of difficulty. Any person, given the necessary training, can administer the inventory. The materials utilized are inexpensive and readily available. This inventory is in the developmental stage. (Author/RC)

**ED 099 410** TM 004 068

Moore, Donald Wilson, Thomas

A Quantitative-Qualitative Study of Student Subcultures in an Alternative High School.

Center for New Schools, Inc., Chicago, Ill.

Pub Date 73

Note—57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

Available from—Center for New Schools, 431 S. Dearborn, Suite 1527, Chicago, Illinois 60605 (\$1.50)

**EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE**

Descriptors—\*Alternative Schools, Educational Change, \*Educational Innovation, \*High Schools, Intergroup Relations, Interviews, Observation, Organization, Questionnaires, \*Research Methodology, Student Attitudes, Student Development

Identifiers—Chicago, Metro High School

The norms and structure of student subcultures in a public alternative "high school without walls" in a large city are explored. The focus is on the attitudes of subculture members toward the innovative educational program and toward intergroup relations. The strengths and weaknesses of various research methodologies are investigated by analytically comparing the findings from: (1) attitude questionnaires given to alternative school students and a control group, (2) intensive interviews of an alternative school subsample and a control group, and (3) long-term qualitative participant observation and related field interviews. (Author)

**ED 099 411** TM 004 069

Roudabush, Glenn E. Green, Donald Ross

Aspects of a Methodology for Creating Criterion-Referenced Tests.

Pub Date [Apr 72]

Note—50p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Behavioral Objectives, \*Criterion Referenced Tests, Diagnostic Tests, \*Statistical Analysis, Student Evaluation, \*Test Construction, \*Test Reliability, Test Results  
Identifiers—Prescriptive Mathematics Inventory, Prescriptive Reading Inventory

In determining how reliable is reliable enough and how much error can be tolerated in criterion-referenced testing, the following relationships hold: (1) the more specific an objective is, the fewer the items required to reliably measure it; (2) the more specific the objectives are, the more objectives required to cover a given span of the curriculum; and (3) the more specific the objectives are, the more diagnostic the test is in terms of uncovering specific deficiencies in a student's achievement. There is also a four-way interdependency between comprehensiveness, measurement reliability, test length, and curriculum span. Data are presented and discussed with particular emphasis on the reliability problem and specificity-generalization dimension of behaviorally stated objectives. Data were collected on the Prescriptive Mathematics Inventory and the Prescriptive Reading Inventory. It is concluded that more information is obtained about a student's specific strengths and weaknesses by measuring a large number of specific objectives with few items than by measuring a few general objectives with a large number of items. (Author/RC)

ED 099 412 TM 004 072  
Reiter, Robert G.

The Promotion/Retention Dilemma: What Research Tells Us. Report No. 7416.  
Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Dec 73

Note—23p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Academic Achievement, \*Academic Failure, Academic Standards, \*Grade Repetition, \*Literature Reviews, \*Student Promotion  
Identifiers—Philadelphia Public Schools

A review of the literature in 1965 revealed considerable research into the respective merits of policies of (1) automatic promotion for all pupils, and (2) rigid retention-in-grade for those whose achievement was judged deficient. Although neither extreme was a panacea, promotion appeared to have fewer disadvantages than retention. Pupils who repeated one or more grades tended to become discouraged by their conspicuous failure and to be no better off at the end of their schooling than if they had been promoted each year with their age-mates. Studies since 1965 have suggested that for maximal learning to take place, the crucial issue is how the individual pupil is treated in his school—including how he is either promoted or retained—rather than the adoption of one policy or another. They call for (1) human treatment of each pupil as a person of value, and (2) creative provision of appropriate learning tasks in which the individual pupil can experience success. To assure these conditions, the role of the educator who works with each pupil is no less critical than that of the policy maker. (Author/RC)

ED 099 413 TM 004 073  
Richards, James M., Jr.  
"Environments" of British Commonwealth Universities.

Pub Date [Apr 74]

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*College Environment, College Faculty, \*Comparative Analysis, Comparative Education, Measurement Techniques, \*Teacher Characteristics, \*Universities  
Identifiers—\*British Commonwealth Universities, National Characteristics

The purpose of this study is to use some techniques developed for describing the environments of U.S. universities to explore the correlation between national characteristics and university characteristics in the British Commonwealth.

Because such techniques have been little used outside the U.S., the study first examines their appropriateness for describing Commonwealth universities. Finally, the study uses one of these techniques to examine the collegial organization of Cambridge and Oxford. Results for 186 universities suggest that these techniques are appropriate for characterizing Commonwealth universities, including Oxford and Cambridge colleges, and that national characteristics and university environments correlate fairly meaningfully in the Commonwealth. Therefore, this study helps provide a broader, more international context for studying university environments. (Author)

ED 099 414 TM 004 074  
Shipman, Jerry R. And Others

The Development and Validation of a Curriculum Hierarchy Designed for Use in Teaching Selected Principles and Strategies of an Aspect of Critical Thinking.

Pub Date [Apr 74]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

Available from—Jerry R. Shipman, P.O. Box 326, Alabama A. & M. University, Normal, Alabama 35762 (\$0.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—\*Critical Thinking, \*Curriculum, Elementary School Teachers, \*Instruction, Instructional Aids, Mathematics, \*Performance, Student Teachers, Validity  
Identifiers—\*Learning Hierarchies

The establishment and validation of a learning hierarchy for use in the teaching of selected principles and strategies was useful in judging a conditional argument in the familiar content domain. Preservice elementary teachers were instructed in two basic skills: (1) translating a simple argument from verbal to symbolic form, and (2) judging the validity of a simple argument given in symbolic form. Several sequences, with and without a Gagne guided thinking component, were investigated. Subjects attained the first skill readily, while the sequence providing the learning of the second skill prior to the first appeared to be the better one. The guided thinking information appeared to have no significant influence on the attainment of the terminal objective, judging a simple conditional argument presented in verbal form. (Author/SM)

ED 099 415 TM 004 076  
Scardamalia, Marlene

Mental Processing Aspects of Two Formal Operational Tasks: A Developmental Investigation of a Quantitative Neo-Piagetian Model.

Pub Date [Apr 74]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Adults, Children, \*Cognitive Processes, \*Complexity Level, Logical Thinking, Problem Solving, \*Task Analysis, Task Performance

Identifiers—\*Piagetian Theory

Combinatorial and implicative operations were studied with tasks which eliminated many complexities found in Piagetian tasks, but which did not alter the logical strategies required by Piaget's task. Task difficulty in relation to information-processing demands of tasks and processing capacities of subjects at three age levels (8.0-10.1 and 10.2-12.1 years, plus adults) was investigated. The model used provided accurate predictions of task difficulty. Subjects who passed tasks reduced to rudimentary logical prerequisites subsequently failed logically equivalent tasks when quantitative constraints due to number of task variables or perceptual factors exceeded their processing capacities, and transferred operations to a Piagetian task. (Author)

ED 099 416 95 TM 004 079  
Moore, R. Paul And Others

The National Assessment Approach to Sampling. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Na-

tional Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 74

Note—208p.

Available from—National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$4.00)

EDRS Price MF-\$0.75 HC-\$10.20 PLUS POSTAGE

Descriptors—Community Size, Data Collection, \*Educational Assessment, Family (Sociological Unit), Geographic Regions, \*National Surveys, Research Design, \*Sampling, Schools, Socioeconomic Status

Identifiers—\*National Assessment of Educational Progress

The sampling designs and procedures used by the National Assessment of Educational Progress in its second year assessment activities are documented. The report is organized in three parts. Project objectives and other background information are discussed in the first section. The details of the second year school and household samples are discussed in the second and third parts, respectively. Parts 2 and 3 each contain a general description, discussions of each stage of the design, selected response data, and a discussion of the estimation procedures. (Author/EH)

ED 099 417 TM 004 081  
Waller, Michael I.

Removing the Effects of Random Guessing from Latent Trait Ability Estimates. Research Bulletin No. 74-32.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-74-32

Pub Date Aug 74

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Goodness of Fit, \*Guessing (Tests), Individual Differences, Item Analysis, \*Multiple Choice Tests, Response Mode, \*Response Style (Tests), \*Statistical Analysis, \*Testing Problems

Identifiers—Latent Trait Model

In latent trait models the standard procedure for handling the problem caused by guessing on multiple choice tests is to estimate a parameter which is intended to measure the "guessingness" inherent in an item. Birnbaum's three parameter model, which handles guessing in this manner, ignores individual differences in guessing tendency. This paper presents a model or procedure which uses the information contained in the interaction between a person and an item to remove the effects of random guessing from estimates of ability, difficulty, and discrimination. Simulated and real data are presented which support the model in terms of fit and information. (Author/RC)

ED 099 418 95 TM 004 083  
Walker, William J. Siern, George G.

The Measurement of Classroom Environmental Press.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Feb 73]

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, February 1973).

The Classroom Environment Index is copyrighted and was removed; it is not included in the pagination

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, \*Classroom Environment, \*Classroom Research, Colleges, Elementary Secondary Education, \*Environmental Influences, Factor Analysis, Factor Structure, Human Dignity, Intellectual Experience, Performance Criteria, Statistical Analysis, Test Reliability, \*Tests

Identifiers—\*Classroom Environment Index

The purpose of this research was to conduct a preliminary analysis of a new instrument, the Classroom Environment Index (CEI), designed to measure the psychological environment (press) of the classroom. The structure was essentially the same as other Syracuse indexes, containing 30 scales of 10 items each. Three forms of the instrument were developed. The third revision exhibited adequate reliability and homogeneity, and differentiated between classrooms, subjects,

grades, and educational levels. Six first-order and two second-order factors were extracted. Eventually, the CEI will be used to examine relationships between classroom press and student achievement. (Author)

ED 099 419 TM 004 085

*Pasmore, David Lynn*  
**Validation of Learning Hierarchies for Objective-Based Instructional Systems.**

Spons Agency—Massachusetts Univ., Amherst. Center for Occupational Education.  
Pub Date Aug 74

Note—30p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Criterion Referenced Tests, \*Instructional Design, \*Instructional Systems, \*Learning Processes, Learning Theories, Methods, \*Objectives, Research Methodology, Research Needs, Task Analysis, \*Validity Identifiers—\*Learning Hierarchies

The need for an empirically defensible means of sequencing instruction appears to have been the primary motivator for research into learning hierarchies. Also, valid learning hierarchies could act as congealing forces in individualizing instructional systems by providing psychological roadmaps for diagnosing students' preinstructional skills and monitoring students' progress through instructional systems. Four methods for generating candidates for learning hierarchies are available: introspection, formal analysis, observation, and statistical "fishing." Experimental transfer of training studies and statistical studies have been used to evaluate posited hierarchies. White recently made significant modifications of these standard evaluation methods to improve the internal validity of research into learning hierarchies. Several external validity issues remain to be resolved before scarce resources should continue to be allocated for additional learning hierarchy research. (Author)

ED 099 420 TM 004 091

*Miller, Gary G. Sellman, Wayne S.*  
**Development of Psychometric Measures of Student Attitudes Toward Technical Training: Norm Group Report.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.  
Report No.—AFHRL-TR-73-15

Pub Date Oct 73  
Note—43p.; See ED 053 176 for a report of the first phase of this project

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Course Evaluation, Factor Analysis, Military Personnel, Norms, \*Questionnaires, Statistical Analysis, \*Student Attitudes, Student Evaluation, \*Technical Education, \*Test Construction, Test Reliability Identifiers—Air Force, \*Student Critique Form

The Phase 2 effort of a task to develop a new student critique form for the Air Training Command (ATC) is described. Phase 1 recommended the further development of group specific norms for officers, NCOs, and airmen enrolled in technical training schools. In Phase 2 additional items were added to the prototype form resulting in a later version of the critique form that had a reliability of .80. The Phase 2 version of the Student Critique Form (SCF) was administered to a sample of over 1,800 students enrolled in technical training courses at six Air Force bases. Norms were gathered separately for officers, NCOs, and airmen. Seven scales emerged from a factor analysis of the Phase 2 version of the SCF: Instructor Competence, Study Environment and Testing, Specialty Training, Training Impressions, Classroom Facilities and Environment, Training Devices and Audio Visual Aids, and Training Materials Adequacy. Phase 2 of this effort was subsequently initiated to develop the computer software to score and interpret the SCF. (Author/RC)

ED 099 421 95 TM 004 098

*Davis, Benjamin G.*  
**Design and Implementation of a Discrepancy Analysis Model for Education Programs.**

RMC, Inc., Bethesda, Md.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Apr 74]

Contract—OEC-0-71-3713

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Comparative Analysis, \*Decision Making, \*Educational Programs, \*Evaluation Methods, Management Information Systems, \*Program Evaluation, Questionnaires Identifiers—National Center Improvement Educational Systems

The management and evaluation of education programs requires a timely, accurate information system. The discrepancy analysis model described aids in providing this information in a format that may be processed and yields the method by which such a system may be developed and implemented. Building from specific statements of expected project performance, this study showed how questionnaires may be developed, analysis plans prepared, and analytical reports produced to enable a reviewer to quickly learn the status of an education project. The system provides two basic types of data for decision-makers: basic descriptive information to permit statistical summaries of program operation to be prepared and reviewed, and operational consistency data which allow decision-makers to review project operations and to function by management-by-exception, concentrating their efforts on those projects most in need of technical assistance. (Author)

ED 099 422 TM 004 128

*Cassery, Patricia Lund*  
**The Servicemen's Opportunity College Program: An Evaluation. Research Memorandum No. 74-14.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Report No.—ETS-RM-74-14  
Pub Date Aug 74

Note—29p.  
EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—\*Armed Forces, College Cooperation, College Credits, \*College Programs, \*Educational Opportunities, Educational Policy, Enrollment, Equivalency Tests, \*Program Evaluation, \*Special Degree Programs, Student Mobility

Identifiers—College Level Examination Program, \*Servicemen's Opportunity College Program  
Educational Testing Service studied the Servicemen's Opportunity College (SOC) Program at nine different military installations and their surrounding SOC colleges. Members of the Armed Forces (stratified by sex, age, years in service, and rank) were interviewed regarding their educational background, decision to enter the service, reasons for going to school, and problems they encountered in returning to school. Problems usually involved lack of study time, scheduling difficulties, and difficulty in obtaining transcripts from all schools attended. In spite of these difficulties, however, many service people are attending courses to further their education. Many subjects had recommendations for improvement of the program such as allowing time off for those attending classes and improved information dissemination about the SOC. As a result of SOC participation, many colleges have effected changes in educational policy involving residency requirements, CLEP examinations, and restructuring of course length, thus making it easier for the geographically mobile service members to secure an education. Many have decided to reenlist to take advantage of this educational opportunity. SOC has apparently been successful as evidenced by those persons interviewed. (SM)

ED 099 423 TM 004 259

*Baerwaldt, James Talley, Martha*  
**Unidimensional Scaling of Two Person Non-Zero Sum Games.**

Pub Date [74]  
Note—16p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Behavior, Behavioral Science Research, Games, \*Game Theory, \*Statistical Analysis

Identifiers—\*Unidimensional Scaling

Groups of students were required to respond to the same eight two-person games, two variants each of four qualitatively different separable games including Prisoner's Dilemma. The games were generated by varying a payoff parameter which altered the potential maximum per trial difference between payoffs for the two players. The groups differed systematically in terms of the types of numerical representations chosen for each game. For each pair of games, the subjects were asked to indicate which strategy for each game they would choose to play against a hypothetical opponent and for which of the two games they would most prefer to play the dominant strategy. The paired-comparison data for each subject was entered into a dominance matrix and processed by triangular analysis. The data from 33 of the 35 subjects yielded satisfactory unidimensional scales. It was concluded that it is possible to scale qualitatively different games along the same dimension. It was further concluded that most game players prefer to select strategies which will maximize the difference between their score and their opponent's score even when those strategies are not dominant. (Author/RC)

ED 099 424 95 TM 004 302

*Brickley, Richard R. Trohaski, Carolyn V.*  
**The Evaluation of Educational Information Centers. TM Report No. 34.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ETS-TM-34  
Pub Date Dec 74

Contract—OEC-0-70-3797-519  
Note—15p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Educational Research, \*Evaluation Methods, \*Information Centers, Information Dissemination, Information Retrieval, Information Systems

Educational Information Centers are defined as those encompassing a broad range of search, retrieval, and dissemination activities aimed at providing both increased and more effective communication of results of research and development in the educational field to local educational decision makers and practitioners. Evaluation issues are approached in light of these components: user needs, information resources (data bases), question negotiation (search and retrieval), impact and utilization, and cost effectiveness. Centers referred to herein are characterized by predominant reliance on the ERIC (Educational Resources Information Center) data base, supplemented by locally acquired additional materials; formalized interface procedures with their clientele; and a decided user-oriented product concept wherein the emphasis is on the user community developing the questions and the information service providing responses thereto. A chart illustrating a number of centers and the subject of their evaluation questions and the R. I. S. E. (research and information services for education) information center evaluation form with questions ranging from topical coverage on the product to service concerns, client usage, and knowledge of the service are included. (RC)

ED 099 425 95 TM 004 303

*Larsen, Edwin P.*  
**Opening Institutional Ledger Books—A Challenge to Educational Leadership: Suggestions for Talking to School-Community Groups About Testing and Test Results. TM Report No. 28.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ETS-TM-28  
Pub Date Dec 74

Contract—OEC-0-70-3797-519  
Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Educational Testing, \*Information Dissemination, \*Manuals, School Districts, Schools, Scores, \*Test Interpretation, \*Test Results, Tests

Three key areas are outlined dealing with the development of public understanding of testing: (1) Why tests are administered in schools: needs assessment, instructional program evaluation, materials selection, reporting to public, docu-

menting individual growth, diagnostic analysis and planning, and instructional grouping. (2) Types of tests used, featuring explanations of achievement tests, Scholastic Aptitude Tests, interest tests, specialized aptitude tests, and personality tests. (3) Interpretation of test norms, raw scores, grade equivalent scores, percentile ranks and stanines, I. Q. scores, and summarizing results (medians and quartiles). Methods used to chart test results of a school or district are discussed and suggestions made for the basic tools needed, the need for minimum use of numbers, and the facility of percentile ranks. Tables and charts for presenting statistical information are proposed, and suggestions include highlighting specific skills, comparing aptitude and achievement, and charting growth from grade to grade. Finally, in discussing results and school accountability, the following are proposed: assume leadership—an advocacy position in identifying discrepancies in pupil performance (needs), relate results to instructional efforts, discuss resource needs of the district and school, outline noninstructional problems the school and community must address, and approximate accountability. (RC)

ED 099 426 95 TM 004 304  
Severy, Lawrence J.

**Procedures and Issues in the Measurement of Attitudes. TM Report No. 30.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—ETS-TM-30

Pub Date Dec 74

Contract—OEC-0-70-3797-519

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Attitudes, \*Attitude Tests, Scoring, \*Test Construction, \*Testing, Test Reliability, Test Validity

Issues relevant to the nature of attitudes are discussed. The reader is referred to works indexing a variety of existent attitude scales. The way in which one constructs, administers, scores, interprets, and presents findings of an original attitude measuring device is discussed comprehensively, and yet in a nontechnical fashion for administrators, educators, graduate students, novice researchers, and program and project directors. (Author/RC)

ED 099 427 95 TM 004 305

Knapp, Joan

**A Collection of Criterion-Referenced Tests. TM Report No. 31.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—ETS-TM-31

Pub Date Dec 74

Contract—OEC-0-70-3797-519

Note—13p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Annotated Bibliographies, \*Criterion Referenced Tests, \*Elementary Secondary Education, \*Test Reviews, \*Tests

Twenty-one criterion-referenced tests are cited, and for each the following information is provided: description, format and administration, response mode and scoring, technical information, and references. The tests cited are the result of an attempt made to bring together tests designated in the Educational Testing Service Test Collection, a library of tests and test related information, and labeled in the ERIC system as criterion-referenced tests. This annotated bibliography does not list every test that has been labeled criterion-referenced; however, it typifies the variety of tests that are available under the rubric criterion-referenced. Also, criterion-referenced and norm-referenced tests are defined in several ways, and their advantages, limitations, and uses are briefly explored. (RC)

ED 099 428 95 TM 004 306

Kent, William P.

**Adult Basic Education Programs, Students, and Results. TM Report No. 33.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—ETS-TM-33

Pub Date Dec 74

Contract—OEC-0-70-3797-519

Note—7p.; For related document, see ED 085 418

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Achievement Gains, \*Adult Basic Education, \*Adult Education Programs, Adult Students, Educational Benefits, Employment Patterns, Instruction, Program Descriptions, \*Program Effectiveness, \*Program Evaluation, \*Student Characteristics, Surveys, Teacher Characteristics

Identifiers—\*Adult Education Act of 1966

The study summarizes a survey of a nationwide sample of students, teachers, and administrators involved in Adult Basic Education (ABE) programs funded under the Adult Education Act of 1966. Information was collected during 1971-1973 to assist in evaluating the effects of the ABE program on a priority group of students—adults from 16 to 44 years of age with less than 8 years of schooling. Students over 44 years old were excluded from the study, as were certain other specialized types of students (migrants, institutionalized students, and students in classes emphasizing English as a second language). There were approximately 500,000 students enrolled in the ABE program in FY 1970; 280,000 of these fell within the study's scope. The sample investigated by the study included 2,300 students in 200 classes, 90 programs, and 15 states. Data were collected on program and classroom characteristics; students were tested twice and interviewed three times. The interval between tests was usually four months; followup interviews were obtained at intervals of 12 and 18 months after initial interviews. Interview forms were specially developed; the test battery consisted of portions of the Tests of Adult Basic Education. (Author/RC)

ED 099 429 95 TM 004 307

Ebel, Robert L.

**State Testing Programs: Status, Problems, and Prospects. TM Report 40.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—ETS-TM-40

Pub Date Dec 74

Contract—OEC-0-70-3797-519

Note—6p.; For related documents, see ED 086 721 and 087 789

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Criterion Referenced Tests, \*Educational Assessment, \*Educational Testing, Standardized Tests, \*State Programs, State Surveys, \*Surveys, \*Testing Programs

Identifiers—Tailor Made Tests

The current status of state testing programs is assessed drawing primarily on information provided by the Educational Testing Service publication, "State Testing Programs, 1973 Revision." Increases in state operated programs are indicated and are probably due to an increase in federal money for testing purposes. Because of possible confusion over the differences between a state testing program, a state assessment program, and a state testing service, some explanation is given as to the properties of each. A history of state testing programs is outlined, and new directions for such programs are proposed. Criterion-referenced and norm-referenced testing is contrasted, and the advantages and limitations of criterion-referenced tests are indicated. The problem of evaluating affective educational outcomes is explored and may be explained by the very limited role of noncognitive tests in state testing programs. The relation between the purposes of testing and the time of year the tests are given is discussed, and this timing is seen to affect the extent to which a particular purpose is served well or poorly. As to the type of test that should be given, standardized tests and tailor-made tests are compared, and their advantages and limitations are discussed. (RC)

ED 099 430 95 TM 004 308

Eash, Maurice J. And Others

**Evaluation Designs for Practitioners. TM Report No. 35.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—ETS-TM-35

Pub Date Dec 74

Contract—OEC-0-70-3797-519

Note—6p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Decision Making, Design, \*Education, Educational Research, \*Evaluation, Guides, \*Program Evaluation, \*Research Design

Practitioners are not afforded the luxury of ideal laboratory conditions. The natural settings of the classroom, the school, or the school system place constraints on the type of data obtainable; hence, educators must work with less than an ideal experimental design. Four evaluation designs used in natural settings are described. Each involves an evaluation study that takes into account a variety of constraints, but nevertheless provides a basis for subsequent program and/or organizational decision. The study includes a true experimental design in a field setting, a nonequivalent control groups design, a time series design, and a no comparison groups design. (Author/RC)

ED 099 431 95 TM 004 309

Flaugh, Ronald L.

**Bias in Testing: A Review and Discussion. TM Report No. 36.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—ETS-TM-36

Pub Date Dec 74

Contract—OEC-0-70-3797-519

Note—10p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—Competitive Selection, \*Minority Groups, Personnel Selection, Predictive Validity, Racial Discrimination, Sex Discrimination, \*Test Bias, \*Testing

Recent empirical evidence concerning sex and racial bias in testing is discussed in terms of three primary sources of bias: (1) content of the test itself, (2) atmosphere in which the test is administered, and (3) the use to which the test results are put. Test content that is demonstrably more difficult for one group than another should be (1) eliminated in any setting in which equal difficulty is assumed or (2) perhaps more important, the biased content should be examined closely for possible causes of the difference, leading to modification of educational practices for the low-scoring groups. Special care should be taken routinely to see that minority groups are made to feel comfortable and are not intimidated by their surroundings. Pertaining to fairness in test use, methodological developments undermining the traditional statistical model of fairness previously accepted without question are described in some detail. The "new measures" approach to test bias is seen as essentially an abandonment of, or a reduced emphasis on, the traditional measures of status of aptitude and achievement. (Author/RC)

ED 099 432 95 TM 004 310

Feldmesser, Robert A. McCready, Esther Ann

**Information for Parents on School Evaluation. TM Report No. 42.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—ETS-TM-42

Pub Date Dec 74

Contract—OEC-0-70-3797-519

Note—7p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS POSTAGE

Descriptors—\*Educational Quality, \*Evaluation, \*Guides, Literature Reviews, \*Parents, Resource Materials, \*Schools

A thorough search of the literature on school evaluation produced less than a dozen resources for parents that would (1) enable them to decide what types of information they needed, (2) suggest how they might obtain the information, and (3) indicate how the information might be interpreted to make a judgment on school quality. The characteristics, strengths, weaknesses, similarities, and differences of these resource materials are summarized. Further steps that might be taken are recommended. (RC)

## UD

ED 099 433

UD 014 633

Lew, Elizabeth

Study Trips, Chinese Bilingual Pilot Program.

Sanger Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74

Note—136p.; Best available copy

EDRS Price MF-\$0.75 HC-\$6.60 PLUS

POSTAGE

Descriptors—Chinese Americans, \*Chinese Culture, Cultural Activities, Cultural Education, Cultural Enrichment, \*Curriculum Development, Elementary School Curriculum, Enrichment Activities, \*Field Trips, Instructional Trips, \*Lesson Plans, Secondary Education Identifiers—California, Elementary Secondary Education Act Title VII, ESEA Title VII, \*San Francisco

This publication was prepared as part of the Chinese Bilingual Pilot Program, funded under Title VII of the 1965 Elementary Secondary Education Act. The units described in this document provide a series of study trips around Chinatown in San Francisco, California and the surrounding areas. Through these units children will become familiar with vital businesses of the Chinese community and at the same time, will learn about similar businesses outside of Chinatown. These units will help children in a racially integrated class learn and appreciate each other's culture through many shared, bicultural experiences. These shared bicultural experiences will also help to develop an awareness and appreciation of one's own heritage. Followup activities in all areas of the school curriculum are listed with the study trips. The aim of the oral language program is to provide maximum involvement of each child. Although these units are written for Title VII, Chinese Bilingual Pilot Program, they can be used successfully in the regular school program. (Author/JM)

ED 099 434

UD 014 634

Chandra, Kananur V.

Racial Discrimination in Canada: Asian Minorities.

Pub Date 73

Note—86p.

Available from—R & E Research Associates, 4843 Mission Street, San Francisco, California 95070 (\$8.00)

Document Not Available from EDRS.

Descriptors—Asian Americans, Bias, Caucasians, Employment Opportunities, Field Interviews, Field Studies, Housing Discrimination, Immigrants, Minority Groups, Racial Attitudes, \*Racial Discrimination, Social Attitudes, \*Social Discrimination, \*Surveys Identifiers—\*Canada

The aim of this study was to find out whether racial discrimination exists in Canada; if so, how extensive is it? The method had three phases. In the first phase, questionnaire-interviews were conducted among the colored immigrants (East Indians, Pakistanis, and Bangladeshis) in the city of Montreal. The purpose of the interviews was to find out the experiences of the immigrants who are the potential victims of any discrimination. This phase in itself would not prove, however, the existence of discrimination in Canada. To remedy the inadequacy of the first phase, the research team decided to gather the opinions of white Canadians who are in a position to practice discrimination, namely, employers, labor unionists, landlords, and others. This was done through personal interviews with them. Here, one should not expect to get a true picture of the situation, but at least it presents their view of the problems they face in dealing with colored people. In this part of the study, valuable information about the attitudes and problems of the potential discriminators could be gathered. In the third phase, people (both colored and white) of equal qualifications but different colors or national origin apply for employment, housing, and other services, as the case might be. (Author/JM)

ED 099 435

UD 014 635

Healey, Gary W.

Self Concept: A Comparison of Negro, Anglo, and Spanish-American Students Across Ethnic, Sex, and Socioeconomic Variables.

Pub Date 69

Note—92p.; Ph.D. Dissertation, New Mexico State University

Available from—R & E Research Associates, 4843 Mission Street, San Francisco, California 95070 (\$8.00)

EDRS Price MF-\$0.75 HC-\$4.20 PLUS

POSTAGE

Descriptors—Caucasian Students, Ethnic Groups, \*Junior High School Students, Mexican Americans, Negro Students, Psychological Tests, \*Racial Differences, \*Self Concept, \*Sex Differences, \*Social Differences, Socioeconomic Status, Spanish Speaking, Statistical Analysis Identifiers—New Mexico, Tennessee Self Concept Scale

The purposes of this study were to determine: (1) if differences existed in the self-concept among Negro, Anglo, and Spanish American students; and (2) the extent to which these differences were influenced by ethnic group membership, socioeconomic position, sex, or the interaction among these variables. This study was carried out in a New Mexico public school system and involved students from two junior high schools during the academic year 1968-69. The total group sample was comprised of all ninth grade students in these two schools for which four data indices were available: (1) scores on the "Tennessee Self Concept Scale" (TSCS), (2) scores on the "Hollingshead Two Factor Index of Social Position" (ISP), (3) classification as to ethnic group membership, and (4) sex. The final sample included 607 subjects. The subjects were assigned to categories on the basis of their sex, ethnicity, and social class position. The scores which follow, taken from the TSCS, were separately subjected to a three way classification of variance: (1) Total Positive Score, (2) Identity, (3) Self-Satisfaction, (4) Behavior, (5) Physical Self, (6) Moral-Ethical Self, (7) Personal Self, (8) Family Self, (9) Social Self, (10) Variability Score, (11) Distribution Score, (12) Total Conflict Score, (13) Self-Criticism Score, and (14) Defense Positive Score. (Author/JM)

ED 099 436

UD 014 636

The Regents External High School Diploma: A Proposal to the Commissioner of Education.

Syracuse Univ. Research Corp., N.Y.

Spons Agency—New York State Education Dept., Albany, Regents External High School Diploma Program.

Pub Date 1 Jul 73

Note—72p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Curriculum Development, Dropout Programs, Dropout Rehabilitation, Educational Assessment, Educational Needs, Educational Policy, \*External Degree Programs, High School Curriculum, \*High School Students, Program Evaluation, \*Program Proposals, Public Policy, \*State Programs Identifiers—\*New York

This proposal is for an additional New York State secondary certification to be called the Regents External High School Diploma. The new diploma program has been designed to provide a flexible and credible alternative to the four-year high school diploma and to the New York State Equivalency Diploma. The external diploma ordinarily would be awarded by a Board of Cooperative Educational Services superintendent or a superintendent of one of the Big Six city school systems on behalf of the State Educational Department. State-approved performance criteria together with individualized learning objectives will be certified by means of a localized assessment process. Teachers from local school districts and others qualified by experience would be trained as assessors prepared to enable a candidate to receive recognition and certification of competencies wherever and whenever acquired. The time and location of learning experiences needed to prepare for such a diploma would vary with each candidate's objectives, motivations, abilities, prior experiences, and personal situation. The concept could be tested and refined over a three-year period in Syracuse and the five surrounding counties. Accountability to the State Education Department for the academic quality of the proposal would reside in a Regional Committee for the External High School Diploma. (Author/JM)

ED 099 437

UD 014 638

Morgan, Harry

Neonatal Precocity and the Black Experience.

Pub Date 25 Oct 74

Note—9p.; Paper presented at the Annual Meeting of the Association for the Study of Afro-American Life and History (Philadelphia, Pennsylvania, October 1974)

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—African American Studies, Cognitive Development, \*Educational Policy, \*Educational Problems, Individual Characteristics, \*Infant Behavior, Motor Development, \*Negro Attitudes, Negro Education, \*Negroes, Negro Mothers, Racial Discrimination, Social Discrimination

For some time now, classroom teachers have encouraged quiet manners and docile servitude of children who attend school. There is evidence to support the notion that this type of environment is not necessarily the best for maximizing the learning potential of all children. A variety of research efforts indicate that American black children and children who reside in what are commonly called Third World countries need an active environment for the most successful transfer and acquisition of knowledge. It seems to be true that our educating institutions have developed a system of teaching and learning tuned precisely to the nature and needs of white children. It also appears that certain upper income blacks—through direct interaction with the white subcultural habits, child rearing practices, values, motives, and life styles in general—are equally successful in "school learning" as whites. Conformity to the white cognitive model, however, should not constitute the whole of what we should be striving for in our schools. Most importantly, child development professionals and related practitioners, by supporting the low motor model, instill fear in the hearts and minds of black mothers who would otherwise be interacting openly and freely with their babies natural behavior. Black children need all the developmental freedom they can muster. (Author/JM)

ED 099 438

UD 014 640

Furno, Orlando F. Kidd, J.S.

New Teachers for the Inner City.

Pub Date 74

Note—179p.

Available from—Capitol Publications, Inc., Education Resources Division, 2430 Pennsylvania Avenue, N.W., Suite G-12, Washington, D.C. 20037 (\$5.50, cloth)

Document Not Available from EDRS.

Descriptors—Economically Disadvantaged, Educational Change, \*Inner City, Inservice Teacher Education, Program Descriptions, Program Evaluation, Teacher Background, \*Teacher Education, Teacher Qualifications, \*Teacher Recruitment, Teaching Experience, Urban Environment, \*Urban Teaching Identifiers—\*Baltimore Teacher Training Project, Maryland

This book is primarily about the problems of preparing teachers for assignments to schools in low-income neighborhoods and is based on an extensive case study of a specific attempt to deal with these problems. Chapter 1 introduces some basic issues in the training of teachers for assignment to schools in low-income neighborhoods. Chapter 2 explores "The Setting for the Urban Poor." Chapter 3 reviews the conceptual approaches to education and teacher training, briefly surveys the history of teacher preparation in the U.S., looks at current developments at the operational level, and evaluates prospects for reform within the system of teacher education. Chapters 4-7 deal with the planning, implementation, central operations, and evaluation of the Baltimore Teacher Training Project. Chapter 8 is a critical review of the state-of-the-art with respect to selecting and training teachers for work with the economically disadvantaged. The objective is to integrate the empirical results of the Baltimore Project into the larger body of professional discussion using the emphases of the general literature to provide a framework. Chapter 9 consists of a listing of recommendations for affirmative action which are categorized by the particular group which could or should take the particular action. (Author/JM)

ED 099 439

UD 014 654

Forman, Jan R., Ed.

Human Relations Handbook. Suggestions for Improving Interpersonal Relationships in West Virginia Public Schools. A Guide Prepared for West Virginia Educators.

West Virginia State Dept. of Education, Charleston.

Pub Date [68]

Note—37p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Curriculum Development, \*Human Relations, Human Relations Units, Intergroup Education, Organizational Climate, \*Public Schools, Race Relations, School Community Relationship, School Organization, \*Student Teacher Relationship, Teacher Role, \*Teaching Guides, Teaching Methods

Identifiers—\*West Virginia

This handbook has been prepared to stimulate and give direction to the teaching of human relations as well as to encourage a humanistic approach to teaching. It does not contain all the answers but merely offers ideas, suggestions, and information. The effectiveness of this handbook will depend on its use by teachers. It is not an end but a means to better understanding between teacher and pupil as well as between school and community. Its intent is to improve the relationship between administrators, teachers, and students. It attempts to create a desire among administrators and teachers to accept the student as an individual and is mainly concerned with the teacher-student relationship. The following are specific objectives of this handbook: (1) to create an awareness among administrators, teachers, and students of the need for better human relations; (2) to provide practical suggestions for teachers to use in the classroom; (3) to inform administrators and teachers of the resolutions passed by the West Virginia Board of Education which relate to multicultural education; (4) to provide administrators and teachers with a means for improving communication with students; (5) to develop within teachers a better self-understanding; (6) to provide a list of organizations and agencies which make available human relations resources; and (7) to provide a recommended reading list in the area of human relations. (Author/JM)

ED 099 440 UD 014 662

Rollock, Barbara, Comp.

The Black Experience in Children's Books. [Revised Edition.]

New York Public Library, N.Y.

Pub Date 74

Note—128p.; For 1971 edition, see ED 091 066

Available from—Countee Cullen Branch, New York Public Library, 104 West 136 Street, New York, New York (Free-of-charge; Mail orders, \$2.50)

EDRS Price MF-\$0.75 HC-\$6.60 PLUS POSTAGE

Descriptors—African American Studies, African Culture, \*Annotated Bibliographies, Black Community, \*Childrens Books, Childrens Literature, Negro Achievement, \*Negro Culture, Negro Education, \*Negro History, Negro Leadership, \*Negro Literature, Negro Organizations, Negro Role, Negro Youth

The Black Experience in Children's Books, 1974, includes books suitable for children of all ages and some books intended for adults to share with children. Since 1971, publication of books on the black experience has covered a wide range of subjects reflecting the social, political and economic contributions blacks are making in this country and in the developing nations of Africa. These gains are being more widely recorded in the printed media. Even more significant has been the addition of a rich collection of easy books, picture books, and stories for the general reading pleasure of all children. Many of the titles provide a medium of understanding of black culture for the white child to whom these books may be introduced. The criteria of language, illustration, theme, and quality of writing which were applicable in the earlier bibliographies have been observed. Within the three year period of this revision it will be noted, however, that where "black English" is used by new black writers to describe the essence of "blackness" in their books, these also have been included. Varied points of view from the conservative to the militant are to be found even in books for children. An attempt has been made in selecting the books for this bibliography to present the wide range of thought and experience in the black community as it exists everywhere. (Author/JM)

ED 099 441 UD 014 663

Goldberger, Arthur S.

Mysteries of the Meritocracy.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—IRP-DP-225-74

Pub Date Oct 74

Note—33p.; Paper prepared for inclusion in: N.J. Block & Gerald Dworkin, editors, "The IQ Controversy: Critical Readings," New York, Pantheon, 1975

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Adopted Children, Cross Sectional Studies, \*Environmental Influences, Family Influence, Genetics, \*Heredity, \*Intelligence Factors, Intelligence Tests, Longitudinal Studies, Nature Nurture Controversy, Parent Influence, Research Design, Research Methodology, \*Research Problems

Identifiers—\*Herrnstein (Richard J)

In his book, "I.Q. in the Meritocracy," Richard J. Herrnstein (1973) calls on a classic article by Barbara S. Burks (1928) to support his position that a large part of the variation in intelligence can be accounted for by variation in heredity, as distinguished from variation in environment, and from covariation of heredity and environment. But Herrnstein's report of the Burks study is substantially inaccurate. In Chapter Four of his book, after reviewing other empirical evidence on heritability, Herrnstein turns to the Burks study. His presentation, pages 182-184, is reproduced in this document in its entirety. Burks' study focused on adoptive families. Herrnstein cites, in particular, the low correlations of children's IQs with their adoptive parents' IQs and with environmental variables as evidence that the role of environment is small. It is found in this document that some of Herrnstein's figures cannot be found in the Burks study, that her sample was extremely selective, that her environmental measures were limited, and that widely different estimates of heritability can be obtained from her data. Herrnstein's report cannot be taken at face value: to find out what the Burks study contains, it is necessary to read Burks. Further, the Burks study cannot support strong conclusions about the relative contributions of heredity and environment to the determination of intelligence. (Author/JM)

ED 099 442 UD 014 664

[Kit of Materials for Needs Assessment and Evaluation.]

California State Dept. of Education, Sacramento. Bureau of Intergroup Relations.

Pub Date Oct 74

Note—59p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Biculturalism, Bilingual Education, Course Evaluation, Educational Assessment, \*Educational Needs, Ethnic Studies, \*Evaluation Methods, \*Inservice Teacher Education, Mexican Americans, Negro History, \*Race Relations, School Districts, Student Teacher Relationship, Teacher Attitudes

Identifiers—California, Needs Assessment

The items included in this kit represent a variety of needs assessment instruments and evaluation designs and methods offered by school districts in their plans for implementation of Article 3.3, Education Code Sections 13344-13344.4, school staff preparation in the history, culture, and current problems of racial and ethnic minorities. Some are appropriate for large districts, some for small. They show diverse thinking about objectives and measurement. They deal variously with the assessment of staff needs, with patterns of attitude and opinion, and with the evaluation of inservice content, presentation methods, and outcomes. Contents include: (1) A Statement on the Goals of Multicultural Education; (2) Form IR-303, Progress Report, School Year 1973-4; (3) Staff Opinion Survey, (4) A Personal Questionnaire for Teachers of Chicano Students (Baldwin Park); (5) Pre-Program Survey of Course Expectations; Post-Course Survey of Expectations—Fulfillment (Santa Cruz); (6) Multicultural Inservice Training Institute Needs Assessment Inventory; Post-Institute Survey (Canada College); (7) Five Questions for Teachers in Evaluating Multicultural Inservice Activities; (8) Evaluation Design for 3.3 Inservice Training Program (Riverside); (9) Design for Evaluation of District Inservice Plan (Fresno); and, (10) Needs Assessment, Objectives, Activities, Assessment-Evaluation (Oceanside). (Author/JM)

ED 099 443

UD 014 665

In Search of a Better Life: The Education and Housing Problems of Puerto Ricans in Philadelphia.

Pennsylvania State Advisory Committee to the U.S. Commission on Civil Rights, Harrisburg.

Pub Date Jan 74

Note—57p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—Civil Rights, Dropouts, Educational Diagnosis, \*Educational Problems, Housing Discrimination, \*Housing Needs, \*Puerto Ricans, Pupil Personnel Services, Racial Discrimination, School Community Relationship, Social Discrimination, Spanish Speaking, Test Bias, \*Urban Population

Identifiers—Pennsylvania, \*Philadelphia

In early 1972, the Pennsylvania State Advisory Committee to the U.S. Commission on Civil Rights turned its attention to the growing Puerto Rican population in Philadelphia, a population estimated to be anywhere from 30,000 to 125,000. A two-day open meeting or informal hearing was held on June 6 and 7, 1972, to look at two major problem areas for Puerto Ricans in Philadelphia—education for their children, and housing for their families. On June 6, teachers, students, parents, Puerto Rican community leaders, and representatives of State, and local education agencies talked about the problems Puerto Ricans encounter in the city's elementary and secondary schools. The second day, June 7, was devoted to a discussion of housing. Residents of the Spring Garden and Northeast sections of Philadelphia covered the problems of substandard housing. They described the lack of public housing, the deteriorating conditions of most buildings, and the problems encountered by Puerto Ricans who would like to buy a home. Federal and local housing officials described various housing programs and the guidelines which must be met to secure funds for buying and rehabilitating housing. This report is based on background investigations by the field staff of the Commission on Civil Rights and the Pennsylvania State Advisory Committee, and testimony received during the open meeting. (Author/JM)

ED 099 444 UD 014 666

Black Perspectives on Social Work Education: Issues Related to Curriculum, Faculty, and Students.

Council on Social Work Education, New York, N.Y.

Pub Date 74

Note—83p.

Available from—Council on Social Work Education, 345 East 46 Street, New York, New York 10017 (\$3.50, paper)

Document Not Available from EDRS.

Descriptors—\*Admission Criteria, College Admission, \*College Teachers, \*Curriculum Development, Field Instruction, Graduate Study, Minority Groups, Negro Students, Negro Teachers, \*Professional Education, Professional Training, \*Social Work, Social Workers, Student Enrollment, Urban Universities

This monograph represents the continued efforts of the Council on Social Work Education to give major attention to issues related to ethnic minorities in social work education. The papers included were compiled from a variety of sources: three were presented at the Council's 1973 Annual Program Meeting; one was a paper originally presented at the Western Interstate Commission on Higher Education Workshop on Faculty Development; one was an outgrowth of two seminars on minority groups and social work education sponsored by the Council; one was originally presented at a faculty workshop; and one was solicited specifically for this publication. These papers are: (1) "Can Social Work Education Prepare Practitioners to Contribute to a Cogent Challenge to American Racism?," June Brown; (2) "Integrating Minority Content into the Social Work Curriculum: A Model Based on Black Perspective and Principles," Jay Chunn; (3) "Increasing Minority Enrollment in a Predominantly White University," Ethel H. Hall; (4) "Eliminating Racial Barriers in Schools of Social Work: A Conceptual Framework," Phillip H. Kramer and Samuel O. Miller; (5) "Ethnic Content in Field Instruction," James W. Leigh; (6) "Toward a Rationale and Guidelines for the Study of Minority Groups and Communities in Social

Work Education," Dolores G. Norton; and, (7) "Dilemmas for Black Faculty Teaching Black Curriculum Content in Schools of Social Work," Harriet P. Trader. (Author/JM)

**ED 099 445** UD 014 667  
Longres, John

Perspectives from the Puerto Rican Faculty Training Project.

Council on Social Work Education, New York, N.Y.

Pub Date 73

Note—68p.

Available from—Council on Social Work Education, 345 East 46 Street, New York, New York 10017 (\$3.00, paper)

Document Not Available from EDRS.

Descriptors—College Faculty, Curriculum Development, Educational Programs, Instructional Staff, \*Professional Education, Professional Training, Puerto Rican Culture, \*Puerto Ricans, \*Social Work, \*Social Workers, \*Teacher Education, Teacher Education Curriculum, Teacher Educators, Teaching Methods The intent of this report on the Puerto Rican Faculty Development Project is to describe a dynamic, meaningful experience. A group of 25 Puerto Rican social work professionals met under the guidance of leading social work faculty with the objective of preparing themselves for full participation as social work faculty. Although the population of Puerto Ricans on the continent in 1970 was estimated at close to two million, there were almost no Puerto Rican social work educators on the faculties of continental colleges and universities. The Council on Social Work Education obtained funds for a beginning project to increase Puerto Rican representation in schools of social work. A great deal of material, collected in a number of ways, was presented during the three workshops comprising the project's program. A short questionnaire was prepared and completed by the participants. Informal interviews were also conducted. From these sources, the essence of the workshops was distilled. Four themes have been delineated and each constitutes a chapter of this report: (1) Culture and Ethnic Identity; (2) Schools of Social Work and Minority Group Faculty; (3) Curriculum Development and Puerto Rican Content; and, (4) Teaching Techniques and Course Development. A final chapter covers the evaluation of the project and makes recommendations which hopefully will be useful in planning subsequent projects. (Author/JM)

**ED 099 446** UD 014 668  
Rosenstein, Joel Ribner, Sol

The Study of Poverty in the Jewish Community, City of New York.

Hassidic Corp. for Urban Concerns, Brooklyn, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 73

Note—110p.

Available from—Hassidic Corporation for Urban Concerns, 1510 Elm Avenue, Brooklyn, New York 11230 (Free)

Document Not Available from EDRS.

Descriptors—\*Community Surveys, Economically Disadvantaged, Ethnic Groups, \*Family Problems, Family Resources, Field Interviews, Jewish Stereotypes, \*Jews, Minority Groups, \*Poverty Research, Research Methodology, Sociology, Urban Population

Identifiers—New York, \*New York City

Poverty in New York City has been studied but never the specific problem of the Jewish minority groupings. The present study was geared towards presenting the incidences of poverty within the Jewish population in New York City and in presenting the beginning sociological picture of poverty among Jews. The study went through three phases. A first attempt was made at building a questionnaire and trying to do an in-depth study of limited numbers of families. This was only partially completed due to the difficulty of hiring enough personnel. The results of the study done indicated that Jewish poverty is indeed as pervasive as non-Jewish poverty, and the Jewish poor were not benefiting from the money invested in the Office of Economic Opportunity to help the poor of the City. This sociological questionnaire also pointed out some of the differences between Jewish poor and non-Jewish poor and leads to other research questions which beg further research. The second part of the

study dealt with looking at the total numbers of Jewish poor in New York City by use of the national census data, and indicated that there are at least 167,000 Jews below the poverty line and 280,000 below the 6,000 dollar line. The third phase of the study addressed the question of budgeting for a kosher Jewish family, and the larger amount of food needs in terms of cost this entails. This aspect of the study was only partially begun. (Author/JM)

**ED 099 447** UD 014 670

Mack, Louise Flowers, Hazel

Providing K-12 Multi-Cultural Curricular Experiences. Revised Edition.

Ohio State Dept. of Education, Columbus. Office of Equal Educational Opportunity.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Note—75p.

Available from—Office of Equal Educational Opportunity, 65 S. Front Street, Suite 1015, Columbus, Ohio 43215

**EDRS Price MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE**

Descriptors—African American Studies, American Indians, \*Biculturalism, Cultural Interrelationships, Curriculum Development, \*Curriculum Guides, \*Elementary School Curriculum, \*High School Curriculum, \*Kindergarten, Mexican Americans, Multicultural Textbooks, Negro History, Puerto Ricans

This curriculum guide seeks to provide teachers with a brief account of four minority groups in the United States: Afro-Americans, American Indians, Mexican-Americans, and Puerto Ricans. Because Afro-Americans constitute the largest minority group, they are dealt with more extensively than the other three groups. This curriculum guide is designed to be used by teachers in all subject areas in grades Kindergarten through 12, as they incorporate minority history and culture into the total curriculum. Teachers should not be limited by the information and sources in this publication; due to space limitations, the guide is a highlighting of events rather than a comprehensive history. There are three ways to locate information; by subject matter, by date, and by means of the alphabetical index. To speed the location of material pertaining to Ohioans and Ohio history, a color screen has been applied to this material. This curriculum guide lends itself to a variety of teaching methods. Two of these are: (1) "Present-to-past." This method capitalizes on students' awareness of current events. What is happening today is studied and discussed in relation to former events. (2) Related Events. Since no event occurs in a vacuum, teachers of various subjects can relate their discussion of inventions, scientific discoveries, artistic triumphs, great newspaper editors, to other happenings of the time period being discussed. (Author/JM)

**ED 099 448** UD 014 685

Shannon, Lyle W. And Others

A Community Self-Survey System: 1. Interview Schedule; 2. The Survey Director's Manual; 3. Manual for Training Local Residents as Interviewers; 4. Manual for Training Coders and Code Book for the Interview Schedule.

Iowa Univ., Iowa City. Div. of Extension and Services.

Pub Date 68

Note—455p.

Available from—University of Iowa, Dept. of Sociology and Anthropology, Div. of Extension Services, Iowa City, Iowa 52240 (Price not quoted)

Document Not Available from EDRS.

Descriptors—\*Community Surveys, Employment Patterns, Family Characteristics, \*Field Interviews, Group Status, Health Needs, Income, Life Style, \*Manuals, Minority Groups, \*Poverty Research, Research Methodology, Residential Patterns, Social Agencies, \*Spanish Speaking

This bilingual community self-survey system is designed to assess the level of living and the culture of poverty in segments of any community or in the entire community, whether it be rural or urban. This project was originally undertaken in June 1966 for the Office of Economic Opportunity. The four parts now published by the Iowa Urban Community Research Center are revised

from a system presented to O.E.O. in 1967. Part 1 is an English language version of the Interview Schedule for a bilingual community self-survey system. The Interview Schedule, developed and written for use in both Spanish and English, deals with nine central topics: place of work, residence, and migration; employment and unemployment; family organization and family planning; income and expenditures; dietary patterns and stability; health and medical experience; level of living; experience with and knowledge of public and private social agencies; and status of minority groups. The instrument was thoroughly pretested in its entirety. In addition, individual sections of the schedule presenting unusual difficulty were separately pretested a number of times on both Anglo and Mexican-American populations in the Iowa City area. (Author/JM)

**ED 099 449** UD 014 686

Shannon, Lyle W. And Others

A Longitudinal Study of the Economic Absorption and Cultural Integration of Mexican-American and Negro Immigrants to Racine, Wisconsin.

Pub Date [74]

Note—45p.

**EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE**

Descriptors—Acculturation, Bias, Community Surveys, Field Interviews, \*Longitudinal Studies, \*Mexican Americans, \*Migrants, Migration Patterns, \*Negroes, Racial Discrimination, Racial Integration, Social Discrimination, \*Social Integration, Social Structure

Identifiers—Racine, Wisconsin

This study began in 1958 as an investigation of the adjustment problems of Mexican-Americans in a highly visible barrio on the outskirts of Racine, Wisconsin. It was believed that an understanding of the process of value assimilation would explain their success or lack of success in adjusting to Anglo society. However, as we have come to see it, and as does anyone who has seen the research reports, motivation, education, and experience play a smaller part in determining how far people rise than is usually considered to be the case. When the study began, no one considered it a project encompassing the problems of people in the Negro community (Negroes were not interviewed until 1960) as well as in the Mexican-American community, nor had anyone considered the possibility of reinterviewing everyone 10 years later, as has been done. While the research now includes the problems of both the Mexican-American and Negro communities, it also focuses on the organization of the entire city and how this organization affects the relative economic absorption and cultural integration of its most recent immigrants. The researchers now perceive the social and economic status of Mexican-American and Negro immigrants as a matter of concern to the entire community rather than as an adjustment problem of the residents of the barrio or the inner city—and a problem related to the organization of individuals. (Author/JM)

**ED 099 450** 95 UD 014 687

Equal Rights: An Intergroup Education Curriculum.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—247p.

**EDRS Price MF-\$0.75 HC-\$11.40 PLUS POSTAGE**

Descriptors—\*Civil Rights, Class Activities, Community Involvement, Curriculum Development, Early Childhood Education, Educational Opportunities, \*Elementary School Curriculum, Equal Education, \*High School Curriculum, \*Intergroup Education, Racial Attitudes, Sex Stereotypes, Social Attitudes

Identifiers—Civil Rights Act 1964, \*Pennsylvania

This curriculum, the development of which was funded under Title IV of the Civil Rights Act of 1964, will aid teachers and school administrators in their efforts to explore with students the attitudes and skills essential to friendly and democratic relations between persons of different races, religious, national origins, and socioeconomic status and both sexes. The curriculum includes five components: (1) suggested ways of structuring effective learning activities for intergroup education which stress involvement, participation, and realism; (2) the "Intergroup

Education Curriculum"; (a) a conceptual framework for teachers and students to operate within; (b) explanatory material which elaborates the meaning and significance of 12 key concepts; (c) a set of common objectives, drawn from the concepts, to provide a focus for each curriculum area; and (d) sections for each of eight curriculum areas—arts, early childhood education, health and physical education, industrial arts, language arts, mathematics, science, and social studies. (3) suggested ways of using the group life of the school as a source of class activities and a means of assuring the behavioral outcomes of the curriculum approaches; (4) suggested ways of involving the community as an important resource for intergroup education; and (5) supplemental information in the "Appendices" which can be used as an instructional resource for the classroom and inservice staff development programs. (Author/JM)

ED 099 451 UD 014 688

Chalmers, W. Ellison

Racial Negotiations: Potentials and Limitations.

Pub Date 74

Note—281p.

Available from—Institute of Labor and Industrial Relations, University of Michigan—Wayne State University, 401 Fourth Street, Ann Arbor, Michigan (\$15.00, cloth)

Document Not Available from EDRS.

Descriptors—Case Studies, \*Change Strategies, Civil Rights, \*Collective Negotiation, College Integration, Construction Industry, \*Evaluation, Government Employees, Negro Leadership, Negro Organizations, Public Schools, \*Race Relations, \*Social Change, Strikes, Welfare

The research focused on two questions: (1) Can blacks use the negotiating process to overcome white resistance to institutional change? How much and what kinds of change can be achieved by their use of the negotiating process? In this approach, can they take advantage of pressures for change that exist either inside or outside the institution? (2) Can whites, operating within white-controlled institutions, use the negotiating process to reach an accommodation with specialized black interests and build these interests into institutional functioning? How can such changes affect the general objective of these various institutions? The total project included some 16 different case studies, each compiled by both a black and white scholar who interviewed the principal participants in a recent racial confrontation in which the experimental negotiations procedure was used. Each report sought to describe the relevant events, set them in a larger context, and search for explanations of the major moves made by each of the participants. The findings are presented in three different forms: abstracts of several incidents of racial conflict and negotiations, sector analyses of the common patterns in these cases, and generalizations about conflict patterns in America. The last chapter contrasts the limited results of the experience to date with the hopes of many black Americans. This format permits the material to be used in a variety of ways. (Author/JM)

ED 099 452 UD 014 689

Greeley, Andrew M.

Ethnicity in the United States: A Preliminary Reconnaissance.

Pub Date 74

Note—347p.; Series in Urban Research

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$14.95, cloth)

Document Not Available from EDRS.

Descriptors—Caucasians, \*Cultural Factors, Ethnic Distribution, Ethnic Groups, \*Ethnic Relations, Ethnic Status, \*Ethnic Studies, Political Affiliation, Racial Attitudes, Religious Factors, Social Attitudes, \*Social Behavior, Socialization, Social Planning, \*Surveys

The Center for the Study of American Pluralism at the National Opinion Research Center has devoted two years mostly to secondary analysis of existing data to clarify what seemed to be the important ethnic issues in American society and to create a more solid ground for further primary research. This book is a record of those two years. The first chapter is a statement of the preliminary organizing impressions with which the author and his colleagues began. In Chapter II, both their data and their thinking are gathered together in what might be considered the

beginning of a theoretical perspective. The intervening chapters recount the journey from the impressions of Chapter I to the perspective of Chapter II. Finally, attention is focused on the social policy implications of the "new" ethnic consciousness in the U. S. The questions asked about ethnic diversity are: (1) Who and Where are the ethnics, and how many of them are there? (Chapter 2); (2) Are American ethnic groups really the bearers of culture? Do they keep alive cultural traditions of the Old World? (Chapter 3); (3) Is the "ethnic factor" simply another version of the "religious factor"? (Chapter 5); (4) Does ethnicity make any difference in human behavior? (Chapters 4, 6, and 8); (5) How are ethnic differences transmitted from generation to generation? (Chapter 7); and, (6) Are the white ethnics racists, bigots, hawks, and hard hats (Chapters 9 and 10). (Author/JM)

ED 099 453 UD 014 690

Alternative Education Programs, Suburban Cook County Public High School Districts, 1973-1974. Research Report No. 3202.

Educational Service Region of Cook County, Chicago, Ill.

Pub Date Sep 74

Note—23p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—Alternative Schools, Compensatory Education Programs, County School Systems, Dropout Prevention, \*Educational Alternatives, Educational Innovation, Educational Programs, \*High Schools, Public School Systems, School Districts, School Surveys, \*Statistical Surveys, \*Suburban Schools

Identifiers—\*Illinois

The general purpose of this descriptive normative survey is to discover what alternative educational programs are being provided in secondary schools in Cook County and to what extent they are attended. The general hypothesis is that relatively few alternative education programs are provided and those that are, are either the traditional, well-established vocational varieties, or those that lend themselves to close relationship with the regular academic program. The criterion data needed to test the hypothesis in this survey are basically the responses of secondary school administrators to the survey as to what alternatives were given in the form of the questionnaire sent to all Cook County suburban high school district superintendents. There are 27 secondary school districts and one unit district in suburban Cook County. A total enrollment of 159,976 students are enrolled in the 1973-74 school year in 68 high school buildings. The Department of Research of the Educational Service Region of Cook County submitted a survey to all Cook County suburban high school districts requesting detailed information on the number of students and teachers involved in alternative education programs and on the type of programs offered. Although the results of the survey do sound promising, far more is needed to provide alternatives and options beyond the traditional school setting. Programs for students who are potential dropouts are still rather limited. (Author/JM)

ED 099 454 UD 014 691

Students Removed from School Attendance Rolls, Chicago and Suburban Cook County Public High School Districts. Research Report No. 3201.

Educational Service Region of Cook County, Chicago, Ill.

Pub Date 1 Jul 74

Note—24p.

EDRS Price MF-\$0.75 HC-\$1.50 PLUS

POSTAGE

Descriptors—\*County School Systems, Dropout Research, \*Dropouts, Educational Legislation, Expulsion, High Schools, \*Out of School Youth, School Districts, School Surveys, \*Statistical Surveys, Suburban Schools, Suspension, Urban Schools, Withdrawal

Identifiers—\*Chicago, Illinois

The research reported is a descriptive normative survey utilizing the data available from the required quarterly reporting of the high school districts in Cook County. In suburban Cook County there are 27 secondary school districts and two unit districts, including Chicago. The 28 suburban secondary school districts are comprised of 68 high school buildings with a total enrollment of 159,976 students. The secondary

school enrollment for the Chicago schools in September 1974 was 145,878 for the 1973-74 school year in 49 general high schools, 10 vocational high schools, 1 trade school and 1 high school for the physically handicapped. Each school district was contacted by letter in November 1973, requesting the mandated information on students who were removed from the school rolls. Each quarterly district report was due on the first school day of October, January, April and July. The requested information, according to statute, includes the names of pupils, excluding transferers, who have been expelled, have withdrawn, or have left school and have been removed from the regular attendance rolls during the period of time school was in regular session since the previous quarterly report. This study includes statistical tables, legislative history, and justification for further legislation suggesting alternative educational programs for students whose needs are not met in a typical school environment. (Author/JM)

ED 099 455 UD 014 692

Children Out of School in America.

Washington Research Project, Cambridge, Mass. Children's Defense Fund.

Pub Date Oct 74

Note—368p.

Available from—Children's Defense Fund, 1746 Cambridge Street, Cambridge, Massachusetts 02138 (\$4.00)

Document Not Available from EDRS.

Descriptors—Behavior Problems, \*Bias, Census Figures, Disadvantaged Youth, Discipline Policy, Dropout Characteristics, \*Dropouts, Economically Disadvantaged, Educational Needs, Family Problems, Field Interviews, \*National Surveys, \*Out of School Youth, Racial Discrimination, \*School Policy

Between July 1973 and March 1974 workers in the Children's Fund Survey on Nonenrollment knocked on more than 8,500 doors in 30 areas in nine states—Alabama, Colorado, Georgia, Iowa, Kentucky, Maine, Massachusetts, Mississippi, and South Carolina—and in the District of Columbia, and talked to over 6,500 families. Areas were chosen to represent different kinds of school-age populations by race, income, ethnicity, and geographic location. Hundreds of school officials, teachers, and community leaders concerned with education were also interviewed. In the 30 areas surveyed, 5.4 percent of all children 6 to 17 years old were found out of school for at least 45 days, one-quarter of the school year; 19.6 percent of the 16 and 17 year olds were found out of school. As with the census data, however, the overall average understates the severity of the problem for certain groups of children in specific places. Chapter 1 outlines the variety of children who are excluded by schools. Chapter 2 presents data on children out of school; the first section is the authors' calculations of 1970 census data, the second section reports the findings of the authors' survey on nonenrollment. Chapter 3, Barriers to Attendance, Chapter 4, Children with Special Needs, and Chapter 5, School Discipline, examine some of the major areas of school policy and practice which exclude children from school. (Author/JM)

ED 099 456 UD 014 693

Foat, Classic M.

Selecting Exemplary Compensatory Education Projects for Dissemination Via Project Information Packages. Report No. UR-242.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—RMC-UR-242

Pub Date Aug 74

Note—58p.

EDRS Price MF-\$0.75 HC-\$3.15 PLUS

POSTAGE

Descriptors—Case Studies, \*Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, Educational Research, Information Dissemination, \*National Surveys, \*Program Evaluation, \*Research Methodology, Success Factors, Teaching Methods, Underachievers

This report is the third technical report submitted to the U. S. Office of Education in connection with a study the overall purpose of which was to choose up to eight successful education programs serving underachieving, poor children

and to design "Project Information Packages" for each of them. These Project Information Packages were to serve as vehicles for disseminating successful reading and math programs to schools where current practices are less successful. The purpose of this report is to describe the methodology used to select the successful approaches for packaging and to provide a listing of all candidate projects showing why some were rejected and others accepted. Results indicate that of the approximately 2000 approaches initially screened for this study, 136 were selected as possible candidates for packaging. A detailed analysis of the 103 projects which forwarded evaluative and descriptive documents resulted in the selection of six projects for packaging. Over half of the candidates for this study were rejected for failure to meet the effectiveness criterion. The six projects selected for packaging clearly met all of the established criteria and provided ample evidence to support their effectiveness. Even these projects, however, had serious deficiencies in their evaluations. In all cases it was necessary to obtain and reanalyze raw test score data before firm conclusions could be drawn. (Author/JM)

ED 099 457 UD 014 694

Tallmadge, G. Kasten

The Development of Project Information Packages for Effective Approaches in Compensatory Education. Final Report. Report No. UR-254.

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RMS-UR-254

Pub Date Oct 74

Note—48p.

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors—Case Studies, \*Compensatory Education Programs, Economically Disadvantaged, Educational Research, Evaluation Methods, \*Federal Programs, \*Information Dissemination, National Surveys, Program Descriptions, \*Program Evaluation, Research Methodology, \*Success Factors, Underachievers

The project described herein represents an attempt by the U. S. Office of Education to take a more active role in the national dissemination and replication of those programs which have achieved the greatest success in producing reliably measured achievement benefits in reading and mathematical skills. With this general objective in mind, the U. S. Office of Education's Office of Planning, Budgeting, and Evaluation initiated a multiyear investigation of the feasibility of packaging exemplary projects in sufficient depth and detail so that the packages themselves would constitute a viable means of replicating successful practices. The first year of the total investigation was concerned with the development of packaging concepts, and the subsequent selection and packaging of six projects for field tryout purposes. This work has been accomplished and is the subject of the present report. Four major tasks were involved in the development of Project Information Packages. They were: (1) to develop criteria for choosing operational approaches to compensatory education worthy of more widespread use and amenable to installation in other schools; (2) to design a project model and to decide, in general, what kinds of information a package should contain and what the media should be; (3) to choose up to eight compensatory education projects for packaging and develop project models for them; and (4) to prepare packages for the selected projects. (Author/JM)

ED 099 458 UD 014 696

Gordon, Edmund W. Brownell, Carolyn Ralston  
Preparation of Publications on Progress in Compensatory Education and Desegregation Programs. Final Report.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-71-3946

Note—459p.

EDRS Price MF-\$0.75 HC-\$22.20 PLUS POSTAGE

Descriptors—Case Studies, \*Compensatory Education Programs, Educational Assessment, Educational Quality, Evaluation Methods, Integration Methods, \*National Surveys, \*Program Descriptions, \*Program Evaluation, Program Guides, Racial Integration, \*School Integration

In efforts at improving the quality of education and in justifying expenditures for compensatory education and school desegregation, we are increasingly dependent upon the data of evaluative research. Yet the data from many of these evaluation efforts conducted over the past 12 years are confused and inconclusive. In an effort at gaining a better understanding of some of these programs, this project was directed at describing selected programs thought to be exemplary of quality, progress, trends, or problems in compensatory education and school desegregation. Because of the criteria utilized and since major problems of school desegregation are quite recent, we found more organized efforts at compensatory education than fully developed programs of school desegregation. This report thus includes detailed descriptions of two more desegregation programs and seven compensatory education programs which were studied intensively but were not thought by our staff to merit exemplary status designation. This report is organized into four sections, including procedures, results, conclusions, and appendices. Since the purpose of this project was to produce brochures illustrative of exemplary programs, the major products of the study are Appendices C and D. (Author/JM)

ED 099 459 UD 014 697

Charles De Felice, et al., Plaintiffs, Against the Board of Education of the City of New York, et al., Defendants. . [Memoranda Incorporating Findings of Fact and Orders, April 10, 1972 and May 16, 1974; and Memorandum and Order for Judgement, August 8, 1974 Relating to Rezoning of Franklin K. Lane High School, Brooklyn, N. Y.]

District Court, New York, N.Y. Eastern District of New York.

Pub Date 74

Note—71p.; An appended map of the "Old Franklin K. Lane Zone" has been deleted from this document for reproducibility reasons

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors—\*Board of Education Policy, Court Cases, De Facto Segregation, Dejure Segregation, Free Choice Transfer Programs, \*High Schools, \*Integration Litigation, Open Enrollment, Public Policy, Racial Segregation, Residential Patterns, School Integration, \*School Zoning, Transfer Policy, Urban Schools

Identifiers—Franklin K. Lane High School, New York, \*New York City, New York City Board of Education

Plaintiffs are students enrolled in Franklin K. Lane High School, and they sue on behalf of all others similarly situated for an adjudication that

their school has been so zoned as to make and keep it a segregated school in spite of its location. They moved to enjoin further enforcement of the school's zoning. The board moved for summary judgment. Both motions were denied. A hearing was set for May 5, 1972 to determine next steps. The Board has sought to secure the advantage of integrated education in the face of an ever more intractable housing pattern by ingenious rezoning and an "open admissions" program, which in Brooklyn is not a large-scale expedient. Lane was apparently not a zone from which a student could apply. The projection for open admissions in 1972 is in the order of 1,700 students. What emerges is a recognition of and orientation toward achieving the educational advantages of integration by striving to offset the consequence of the residential pattern without imposing undue disadvantages and hardships. The consequence, however, is that the board's school zoning is specifically advertent to the existence of racial and ethnic imbalances and to the dilution or deprivation of educational opportunity implicit in it, and in its zoning the board deals insistently and directly with the ethnic composition of the schools; where segregation in an objectively invidious sense is the result, it is "de jure" segregation. (Author/JM)

ED 099 460 UD 014 698

Parents' Committee of Public School No. 19, et al., Plaintiffs, Against Community School Board of Community Board District No. 14 of the City of New York, et al., Defendants. . [Notice of Motion for Preliminary Injunction, Complete with Affidavits; and Memorandum in Support of Motion for Preliminary Injunction.]

District Court, New York, N.Y. Eastern District of New York.

Pub Date Aug 74

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Descriptors—Boards of Education, Court Cases, \*Educational Opportunities, \*Elementary School Students, Equal Education, \*Federal Court Litigation, Governance, Governing Boards, Parent Participation, Puerto Ricans, School Administration, School Community Relationship, School Districts, \*Spanish Speaking

Identifiers—Community School Board 14, New York, \*New York City

The plaintiffs are some 30 Puerto Rican and Hispanic parents and their 57 minor children who attend Public School 19 (hereinafter P.S. 19) in Brooklyn. The defendants are the members of the Community District School Board Number 14 and of the New York City Board of Education. The Community Superintendent William Rogers and Chancellor Irving Anker are also defendants. The complaint charges defendants with discriminatorily denying plaintiffs an equal educational opportunity. Defendants have continually maintained split-session classes at P.S. 19 since the 1961-1962 school year. The maintenance of these classes has caused plaintiffs to lose one hour a day of education or effectively a day a week of instruction. In response to the filing of this lawsuit, six defendant members of the Community School Board passed a resolution calling for the transfer of some of the fourth and all of the fifth grade classes to Public School 122. If defendants' plan is not enjoined, plaintiffs will attend three separate elementary schools in three separate neighborhoods before entering seventh grade in a junior high school. The educators who have submitted affidavits to the Court all attest to the serious and irreparable harm that will result if the transfer is not enjoined. On June 12, 1974 the parents at P.S. 19 voted almost unanimously against the transfer. The parents favor use of the Community School District offices. (Author/JM)



# Subject Index

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Accession Number **ED 013 371**

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## NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) from January 1972 through April 1975:

### ACCOUNTABILITY 020

- SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

### ADAPTED PHYSICAL EDUCATION 390

- SN Adaptation of regular physical education programs for individuals with handicapping conditions.

### Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

### ADMISSIONS COUNSELORS 380

### ADOLESCENT LITERATURE 260

- SN Any reading material written primarily for, or read widely by, youth of secondary school age.

### AEROSPACE EDUCATION 140

- UF Aerospace Science Education

### AESTHETIC EDUCATION 140

- UF Aesthetic Development

### AIR INFLATED STRUCTURES 210

- SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

### AIR SUPPORTED STRUCTURES 210

- SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and tension the membrane (single or reinforced) that serves as the enclosure.

### ALCOHOLIC BEVERAGES 250

### ALTERNATIVE SCHOOLS 470

- SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

### ALTRUISM 040

- SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

### AMERICAN STUDIES 450

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

### ANCOVA

USE ANALYSIS OF COVARIANCE

### ANEMIA 250

- UF Iron Deficiency Anemia  
Sickle Cell Anemia

### ANOVA

USE ANALYSIS OF VARIANCE

### ANSWER SHEETS 520

- SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.  
UF Answer Booklets  
Answer Cards

### ARCHERY 390

### Argumentation

USE PERSUASIVE DISCOURSE

### ARTIFICIAL LANGUAGES 300

- SN Languages created for international communication, e.g., Esperanto and Interlingua.  
UF Constructed Languages

### ASIAN AMERICANS 380

- SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.  
UF Amerasians  
American Orientals  
Oriental Americans

### ASIAN STUDIES 450

- SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

### ASSISTANT PRINCIPALS 380

### ATTACHMENT BEHAVIOR 060

- SN Behavior exhibited by an individual attracted (maintaining proximity) to and dependent on a specific person or object for emotional satisfaction.

### BIRTH RATE 120

- SN Actual frequency of births in a population.  
UF Fertility Rate  
Natality

### BODY LANGUAGE 080

### Building Renovation

USE BUILDING IMPROVEMENT

### BUSINESS COMMUNICATION 080

- SN Interchange of verbal and nonverbal messages in commercial or mercantile environments.  
UF Commercial Communication  
Industrial Communication

### CAPITALISM 480

### CAPTIONS 080

- SN Explanatory comments or designations accompanying pictorial illustrations, usually as underlines or overlines.  
UF Cutlines

### CAREER AWARENESS 040

- SN Appreciation for and understanding of the variety of types of careers—often refers to the initial phase of career education appropriate to the elementary school.  
UF Occupational Awareness  
Vocational Awareness

### Career Development

USE VOCATIONAL DEVELOPMENT

### CASTE 490

- SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

### CHAMORRO 300

- SN Native language of Guam and the other Mariana Islands.

### CHANGE STRATEGIES 510

- SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

### CHEMICAL NOMENCLATURE 400

### CHILD ADVOCACY 480

- SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

### CHILD LABOR LEGISLATION 230

(Replaces old term CHILD LABOR LAWS.)

### CHILDRENS LITERATURE 260

- SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

### COMMUNITY INFORMATION SERVICES 330

- SN Those services of local libraries or other community groups which provide direct access or referral to nontraditional information (e.g., unpublished materials, government agency information on public services, broadcast information on current topics, data for use in emergencies, etc.).  
UF Community Information Centers  
Hot Lines (Public)

**COMPENSATION (CONCEPT) 310**

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

**CONCEPTUAL TEMPO 420**

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

**CONFIDENCE TESTING 190**

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

**CONSERVATION (ENVIRONMENT) 460**

SN Preservation of the environment, including natural resources, from loss, waste, or harm.

**CONSTITUTIONAL LAW 230****CONSTRUCTION MANAGEMENT 020****CONTINGENCY MANAGEMENT 420**

SN Systematic arrangement of reinforcing events in order to strengthen or weaken specific behavior.

UF Contingency Contracts

**CORPORAL PUNISHMENT 310**

SN Infliction of physical pain upon one person by another.

**COST INDEXES**

SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.

UF Index Numbers (Costs)  
Price Indexes

**CREDIBILITY 040**

SN Compatibility of a statement or situation with what is generally perceived as true or possible.

UF Believability  
Source Credibility  
Trustworthiness

**CRIMINAL LAW 230**

SN Branch of jurisprudence that relates to crimes and their punishments.

**CUBANS 380****CUTTING SCORES 190**

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

**DAILY LIVING SKILLS 010**

SN Personal management and social skills which are necessary for adequate functioning on an independent basis.

UF Fundamental Skills (Daily Living)

**DECODING (READING) 440**

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

**DELIVERY SYSTEMS 020**

SN Organizational and administrative aspects of the provision of services.

**DESENSITIZATION 420**

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

**DESIGN BUILD APPROACH 020**

SN Entering into a single contract for design services and construction services.

UF Design Construct Method  
Turnkey Building

**DIMENSIONAL PREFERENCE 060**

SN Cue response to color, form, or size.

**Diplomacy**

USE FOREIGN RELATIONS

**DIPLOMATIC HISTORY 260**

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

**Diplomatic Policy**

USE FOREIGN POLICY

**DISARMAMENT 480**

UF Arms Control  
Multilateral Disarmament  
Nuclear Control  
Unilateral Disarmament

**DISSENT 060**

UF Dissensus

**DRINKING 250**

SN Consumption of alcoholic or other beverages.

UF Social Drinking

**DRUG EDUCATION 140**

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

**Ecosystems**

USE ECOLOGY

**EDITING 080**

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.

UF Copyediting

**EDITORIALS 050****EDUCATIONAL ALTERNATIVES 140**

SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).

UF Alternative Education  
Educational Choice  
Instructional Alternatives  
Teaching Alternatives  
Training Alternatives

**EDUCATIONAL ANTHROPOLOGY 480**

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

**EDUCATIONAL ASSESSMENT 180**

SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

**Educational Production Functions**

USE PRODUCTIVITY

**EFFICIENCY 180**

SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

**EGOCENTRISM 040**

SN State of mind characterized by preoccupation with the self—often refers to the Piagetian stage in mental development when the child sees things only from his own limited point of view.

**ELEMENTARY SECONDARY EDUCATION 140**

SN Formal education provided in kindergarten or grade 1 through grade 12.

**EMANCIPATED STUDENTS 380**

SN Students who are financially and/or legally independent of their parents or former guardians.

UF Independent Students (Self Supporting)  
Self Supporting Students

**ENCAPSULATED FACILITIES 210**

SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

**ENERGY CONSERVATION 460**

SN Preventing loss or waste of energy.

**ENGLISH FOR SPECIAL PURPOSES 300**

SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

**ETHNOCENTRISM 040**

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

**EXTERNAL DEGREE PROGRAMS 140**

UF Extended University  
Open University  
University Without Walls

**FACILITY PLANNING 210****FAMILY DAY CARE 490**

SN Care of preschool children in private homes.

UF Home Day Care

**FAST TRACK SCHEDULING 020**

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

**FINANCE REFORM 220**

SN A change in income/revenue sources or in money management methods, designed to remove inequities or other faults in existing systems.

UF Tax Reform

**FOUND SPACES 210**

- SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

**FULL STATE FUNDING 220**

Fundamental Skills (School)

USE BASIC SKILLS

Future Studies

USE FUTURES (OF SOCIETY)

**FUTURES (OF SOCIETY) 480**

- UF Alternative Futures  
Future Studies  
Futurism  
Futuristics  
Futurology

**GENERATIVE PHONOLOGY 280**

- SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

**GLOBAL APPROACH 480**

- SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.  
UF International Approach  
Worldmindedness  
Worldwide Approach

**HEADLINES 080**

- SN Titles of news articles or newscasts.

**HIGH SCHOOL EQUIVALENCY PROGRAMS 410**

- SN Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate issued by the department of education in each state (e.g., General Educational Development Program).  
UF GED Programs

**HISTORIOGRAPHY 260**

- SN Research into and writing of history.

**HOMOSEXUALITY 060**

- UF Lesbianism

**HUMANISTIC EDUCATION 140**

- SN Educational system designed to achieve affective outcomes or psychological growth with the mastery of substantive academic subjects—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.  
UF Affective Education  
Confluent Education  
Human Relations Education  
Psychological Education  
Values Education

**HUMANIZATION 490**

- SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.  
UF Dehumanization

**HYBRID AIR STRUCTURES 210**

- SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

**IDEOGRAPHY 290**

- SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

**INTERNATIONAL CRIMES 060**

- UF War Crimes

**INTERNATIONAL LAW 230**

- UF International Legal Analysis  
International Torts  
Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

**ITEM BANKS 520**

- SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.  
UF Item Pools

**ITV**

USE EDUCATIONAL TELEVISION

**JUSTICE 500**

Labor Demand

USE MANPOWER NEEDS

**LAND ACQUISITION 020****LAYOUT (PUBLICATIONS) 030**

- UF Format (Publications)

**LEAD POISONING 250**

Learning Centers

USE LEARNING LABORATORIES

**LIBRARY ROLE 330**

- SN Functions expected of or carried out by libraries.

**LIFE STYLE 060**

- SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

**LINGUISTIC DIFFICULTY (INHERENT) 290**

- SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

**LOCAL HISTORY 260**

- SN History associated with a neighborhood, town, county, or other specific subdivision of a larger geopolitical region.  
UF Community History  
County History

**LOCUS OF CONTROL 420**

- SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.  
UF Internal External Locus of Control.

**LUNAR RESEARCH 450**

- SN Scientific activities designed to provide information about the origin, structure and properties of the moon.  
UF Lunar Exploration

**MANAGEMENT BY OBJECTIVES 020**

- SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

**MARRIED STUDENTS 380****MATRICES 340****MECHANICS (PHYSICS) 400**

- SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.  
UF Classical Mechanics

**MERIT PAY 220****MEXICANS 380**

- SN Citizens of Mexico

**MIDDLE EASTERN STUDIES 450**

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

**MISCUE ANALYSIS 440**

- SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.  
UF Miscue Taxonomy

**MOLECULAR STRUCTURE 220****MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

- SN Developmental processes in the formation of moral reasoning and judgments.

**MULTIDIMENSIONAL SCALING 190**

- SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

**NATURE NURTURE CONTROVERSY 130**

- SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
- UF Environment Heredity Controversy  
Heredity Environment Controversy  
Learning Maturation Controversy  
Maturation Learning Controversy

**NEUROLINGUISTICS 290**

- SN A branch of linguistic science relating language behavior to the neurological sciences.

**NEW JOURNALISM 260**

- SN Reporting which combines traditional journalism techniques with such devices of fiction writing as: scene by scene reconstruction of settings, recording of dialogue, use of third person point-of-view, and extensive recording of external characteristics of individual characters—emphasis is on capturing the "concrete reality" or "immediacy" of cultural phenomena.

**NEWS REPORTING 080****NONFICTION 260****NONFORMAL EDUCATION 140**

- SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

**NONPUBLIC SCHOOL AID 220****NONRESERVATION AMERICAN INDIANS 380**

- SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
- UF Off Reservation American Indians

**NORMALIZATION (HANDICAPPED) 250**

- SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

**OBSERVATIONAL LEARNING 310**

- SN Behavioral effect on the learner resulting from the observation of a model.
- UF Imitative Learning

**OPEN BOOK TESTS 520****OPEN EDUCATION 140**

- UF Open Schools

**ORGANIZATIONAL COMMUNICATION 080**

- SN Exchange of thoughts, messages, etc., within and between organizations (groups of people)—includes exchanges between specific organizations and the general public.
- UF Office Communication

**ORGANIZATIONAL DEVELOPMENT 020**

- SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

**ORGANIZATIONAL EFFECTIVENESS 180**

- SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

**ORGANIZATIONAL THEORIES 020**

- SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

**OUTREACH PROGRAMS 410**

- SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
- UF Community Outreach  
Outreach Counseling

**PARANOID BEHAVIOR 420**

- SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

**PARENTHOOD EDUCATION 140**

- SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

**PAROCHIAL SCHOOL AID 220****PEACE 480**

- UF International Peace  
World Peace

**PEER COUNSELING 090**

- SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

**PERFORMANCE BASED EDUCATION 140**

- SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.
- UF Competency Based Education  
Consequence Based Education  
Criterion Referenced Education  
Output Oriented Education  
Proficiency Based Education

**PERFORMANCE BASED TEACHER EDUCATION 140**

- SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do.

**PHONEME GRAPHEME CORRESPONDENCE 290**

- SN Relationship between speech sound (phoneme) and written symbol (grapheme).
- UF Grapheme Phoneme Correspondence

**PHYSICIANS ASSISTANTS 380**

- SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

**PNEUMATIC FORMS 210**

- SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

**POLISH AMERICANS 380****POPULATION EDUCATION 140**

- SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

**PREGNANT STUDENTS 380****PRIMARY HEALTH CARE 250**

- SN First contact health care, including longitudinal responsibility for the patient and coordination of all aspects of the patient's care.

**PRIMARY SOURCES 460**

- SN Original evidence (documents, relics, oral records, etc.) used in historical research.
- UF Original Sources

**PROCESS EDUCATION 140**

- SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

**Program Implementation****USE PROGRAM DEVELOPMENT****PROPERTY TAXES 230**

- UF Ad Valorem Tax

**PUBLIC HEALTH LEGISLATION 230**

(Replaces old term PUBLIC HEALTH LAWS.)

**PUBLIC SERVICE OCCUPATIONS 350**

- SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

**PUNISHMENT 310****PUPPETRY 030**

- UF Puppets  
Puppet Shows

**RELOCATABLE FACILITIES 210**

- UF Nonpermanent Facilities

**RESPITE CARE 490**

SN Short-term care of the handicapped, in or outside the home, to provide family relief.

**REVENUE SHARING 220**

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

**REVOLUTION 480**

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

**ROLE MODELS 420**

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

**SCHOOL ATTENDANCE LEGISLATION 230**  
(Replaces old term SCHOOL ATTENDANCE LAWS.)**SEMANTIC DIFFERENTIAL 190**

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

**SEVERELY HANDICAPPED 240**

SN Persons whose extreme disabilities make functioning and achievement unusually difficult—generally, rehabilitation services must be beyond those provided by traditional, regular or special education programs.

UF Profoundly Handicapped

**SEX DISCRIMINATION 480**

UF Discrimination (Sex)  
Sex Bias  
Sex Prejudice

**SEX ROLE 490**

SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

**SEX STEREOTYPES 490****SHARED FACILITIES 210**

SN Facilities used by two or more distinct groups, institutions, organizations, etc. whether for the same function or for different functions.

UF Joint Occupancy

**SI Units****USE METRIC SYSTEM****SOCIALISM 480****SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.

UF Cross Eyes  
Heterophoria  
Heterotropia  
Walleyes

**STRANGER REACTIONS 060**

SN Reactions to strangers (positive, negative, or mixed in character).

UF Xenophobia

**STUDENT RESPONSIBILITY 040****TEACHER CENTERS 210**

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.

UF University Training Centers

**TEACHER DISCIPLINE 020**

SN Discipline of, not by, teachers.

**TEACHER DISMISSAL 020****TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

**TOTALITARIANISM 230**

UF Dictatorship

**TREATIES 230**

SN Negotiated agreements between two or more political authorities.

**TUTORS 380**

(Replaces old term COACHING TEACHERS.)

**UPPER DIVISION COLLEGES 470**

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

**VENEREAL DISEASES 250**

UF Syphilis  
Gonorrhea  
Chancroid

**VISUAL AIDS 050**

UF Visual Equipment  
Visual Instrumentation  
Visual Materials  
Visual Media

**VISUAL LITERACY 010**

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

**VOCATIONAL MATURITY 130**

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

**WASTES 460**

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.

UF Litter  
Refuse

**WAR 480**

UF Civil War  
Conventional Warfare  
Guerrilla Warfare  
International War  
Unconventional Warfare

**WASTE DISPOSAL 410**

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

**WOMENS ATHLETICS 390****WOMENS STUDIES 110**

SN An academic discipline that incorporates courses about women either separately or as a field of study.

UF Female Studies

## Other ERIC Products

### RESEARCH IN EDUCATION—REPORT RÉSUMÉS November 1966—December 1967

The National Standards Association has reprinted in one volume the Report Résumés which appeared in the first 14 issues of *Research in Education* beginning November 1966 and ending December 1967. These issues of RIE are no longer available through the Government Printing Office.

There are 2,349 documents abstracted in this volume with identification numbers ED 010 000 to 012 348.

Copies of Report Résumés are available for immediate delivery and are sent postpaid. The price is \$24.50 a copy.

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